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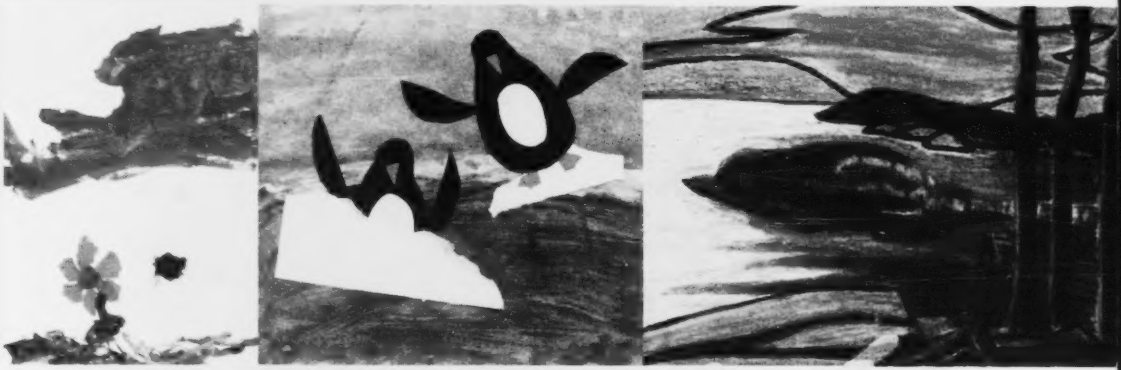


Schools on the Move

Lighthouse Program

Les écoles en action

Programme phare

2008

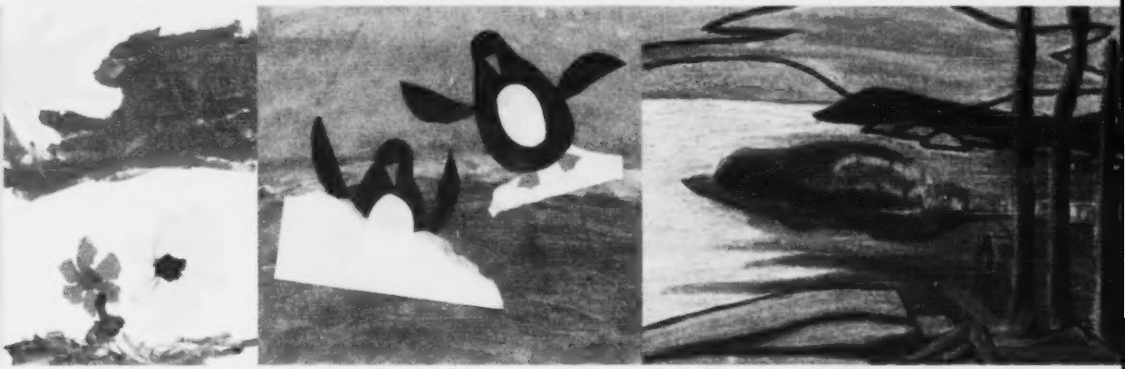
reach every student
appuyer chaque élève

Ontario

English
http://www.curriculum.org/LNS/schoolsonthemove/index.shtml

Français
http://www.curriculum.org/LNS/schoolsonthemove/index_fr.shtml

HE LITERACY AND NUMERACY SECRETARIAT • LE SECRÉTARIAT DE LA LITTÉRATIE ET DE LA NUMÉRATIE



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A Message from The Literacy and Numeracy Secretariat

Un message du Secrétariat de la littératie et de la numératie

Working in partnership with Ontario schools, we have seen first-hand the difference that effective practices are making in student learning. Launched by The Literacy and Numeracy Secretariat in 2006, the Schools on the Move program has become a catalyst in demonstrating that improved achievement is possible.

The Bigger Picture

The Ontario education system, like others around the world, is responding to the new challenges of the 21st century – including increased globalization and the shift to a more diverse and knowledge-intensive society. Ontario is determined that all young people will meet high standards of literacy, numeracy, thinking and citizenship, to be well prepared for whatever the future will bring. Schools on the Move share this determination.

The Schools on the Move initiative, now in its third year, highlights an impressive group of now over 100 schools that are making substantial progress in raising student achievement and have sustained this progress over several years. "Schools learning with and from other schools" is the core idea – networking is a powerful way to ensure that successful practice spreads from school to school across the province.

Ontario is strongly committed to three core priorities – high levels of student achievement, reduced gaps in student achievement and increased public confidence in publicly funded education, a commitment outlined in the 2008 paper *Reach Every Student: Energizing Ontario Education*. "Schools on the Move" is one of many coordinated approaches to unleash enthusiasm and focus collective energy.

The Schools on the Move are delivering on these three priorities; committed to educating all children to the highest possible level, they have overcome challenges and are now achieving success. These schools *are* energizing Ontario education, increasing student achievement, narrowing gaps and gaining the confidence of their communities.

This book continues the tradition of the 2006 and 2007 publications – providing brief profiles of all the schools joining the Schools on the Move community in 2008. More than 40 new Schools on the Move joined the 63 identified

Notre travail en partenariat avec les écoles de l'Ontario nous a permis de constater de première main la différence que des pratiques efficaces peuvent faire dans l'apprentissage des élèves. Lancé par le Secrétariat de la littératie et de la numératie en 2006, le programme *Les écoles en action* est le catalyseur qui a permis de démontrer qu'il est possible d'améliorer le rendement scolaire.

La situation dans son ensemble

Le système d'éducation de l'Ontario, comme ceux de partout dans le monde, répond aux nouveaux défis du XXI^e siècle, y compris la mondialisation de plus en plus vaste et le passage à une société plus diverse et tournée vers le savoir. L'Ontario est déterminé à voir tous les jeunes satisfaire à des normes élevées en littératie, en numératie, et en matière de citoyenneté et d'habiletés de la pensée, afin de se préparer adéquatement à tout ce que l'avenir leur réserve. La même détermination anime les écoles en action.

L'initiative, qui en est à sa troisième année, souligne le travail d'un groupe impressionnant de plus de 100 écoles, qui témoignent de l'amélioration substantielle du rendement des élèves et de progrès soutenus sur plusieurs années. *Apprendre d'autres écoles et avec elles* est l'idée maîtresse du programme, le réseautage étant un moyen puissant d'assurer l'extension des pratiques réussies aux écoles de toute la province.

L'Ontario a résolument adopté trois priorités principales : hauts niveaux de rendement des élèves, réduction des écarts en matière de rendement des élèves et accroissement de la confiance du public dans l'éducation publique. Cet engagement est expliqué davantage dans le document publié en 2008 qui s'intitule *Appuyer chaque élève : tonifier l'éducation en Ontario*. L'initiative *Les écoles en action* constitue l'une des nombreuses approches qui ont été coordonnées dans le but de susciter de l'enthousiasme et de focaliser l'énergie collective.

Les réalisations des écoles en action montrent qu'elles sont à la hauteur de ces trois priorités. S'étant engagées à former les élèves afin qu'ils atteignent les niveaux de rendement les plus hauts possibles, elles ont surmonté les défis et leurs efforts sont maintenant couronnés de succès. Ces écoles tonifient *effectivement* l'éducation ontarienne, tandis qu'elles s'emploient à hausser le rendement des élèves, à réduire les écarts et à gagner la confiance de leur communauté.

La présente brochure poursuit la tradition des publications de 2006 et de 2007 en fournissant un court profil de toutes les écoles à s'être jointes en 2008 à la communauté des écoles en action. Quarante quatre nouvelles écoles en action se sont

in 2006 and 2007. Contact details are provided in the Schools on the Move Directory at the end of the book to encourage you to follow up and learn more about how these schools moved beyond the status quo to become great learning places for both teachers and students.

Becoming a School on the Move

Schools on the Move meet several criteria:

- EQAO scores in reading, writing and mathematics have improved in both Grades 3 and 6 over a three-year period.
- Staff can describe what they did and how they implemented changes.
- Staff can provide evidence of growth in student achievement.
- The strategies schools identify are supported by research evidence.

Student achievement officers from The Literacy and Numeracy Secretariat visited every school and talked with administrators and teachers in these schools about the strategies they used to achieve improvements in learning. They confirmed that teachers in these schools read and know the research, constantly learn from each other and show imagination and zeal as they work together to improve what they do.

Schools on the Move are collaborative, with teachers working together, constantly learning, challenging and supporting each other. In these schools, doors are open and parents are partners.

With a sense of collective pride, we present this year's Schools on the Move to you. For us, these schools are ambassadors for energizing Ontario education. We hope we have captured at least some of their passion and excitement about learning.

Ann Perron
Chief Executive Officer, Interim
The Literacy and Numeracy Secretariat

ajoutées aux 63 de 2006 et de 2007. Les coordonnées de toutes les écoles sont comprises dans le « Répertoire des écoles en action » à la fin de la brochure pour vous encourager à poursuivre votre démarche en vous renseignant davantage sur ces écoles qui ont voulu délaisser le statu quo pour devenir des lieux d'apprentissage extraordinaires tant pour le personnel enseignant que pour les élèves.

Pour devenir une école en action

Les écoles en action satisfont à plusieurs critères :

- Les résultats des tests de l'OQRE en lecture, en écriture et en mathématiques se sont améliorés en 3e comme en 6e année, sur une période de trois ans.
- Le personnel est en mesure de décrire ce qu'il a fait et comment il a mis les changements en œuvre.
- Le personnel peut prouver l'accroissement du rendement des élèves.
- Les stratégies retenues par l'école reposent sur des résultats de recherches.

Les agents du rendement du Secrétariat de la littératie et de la numératie ont rendu visite à chaque école et ont parlé avec la direction et le personnel enseignant de chacune des stratégies qu'ils utilisaient pour améliorer l'apprentissage. Ils ont confirmé que les enseignants de ces écoles lisent et connaissent les recherches, qu'ils apprennent les uns des autres, et qu'ils font preuve d'imagination et d'ardeur alors qu'ils travaillent ensemble pour améliorer ce qu'ils font.

La collaboration définit les écoles en action : les enseignants travaillent ensemble; ils apprennent constamment, se lancent des défis et se soutiennent les uns les autres. Dans ces écoles les portes sont ouvertes et les parents sont des partenaires.

C'est avec un sentiment de fierté collective que nous vous présentons les écoles en action de cette année. Elles sont d'après nous les ambassadrices de la dynamisation de l'éducation en Ontario. Nous espérons avoir réussi à traduire leur passion et leur enthousiasme.

La directrice générale intérimaire du Secrétariat de la littératie et de la numératie

Ann Perron
Directrice générale intérimaire
Le Secrétariat de la littératie et de la numératie

What Have We Learned from Schools on the Move?

Qu'avons-nous appris du programme *Les écoles en action*?

The network of Schools on the Move now has more than 100 member schools. The third annual Schools on the Move Symposium, held in June of this year, brought together teams from all these schools (together with superintendents) to celebrate and to learn from each other.

Although being recognized as a School on the Move is a point of pride, the experience is not always easy. Schools on the Move are more visible as they welcome outside connections and share their learning with other schools. This is exciting but also can be challenging; teachers are no longer isolated but are part of a lively professional community, full of new ideas and debate.

School Profiles

The school profiles are intended to help readers – particularly from other schools or school boards – see similarities or points of contrast with their own efforts to strengthen their schools as learning communities.

The profiles follow a similar format over the two pages devoted to each school. An introduction to the school and its community is followed by the school approach and philosophy, as expressed by staff, parents and students. A section on high-yield strategies gets at classroom instruction and assessment strategies the staff found successful in raising achievement, particularly for groups of children falling behind their peers. Success does not always come quickly – a section on success after struggle gives a sense of the challenges these Schools on the Move have overcome on their improvement journey and what they feel they have to share with other schools. A report on EQAO scores summarizes the progress of the school over a three-year period. Schools indicate what they would like to learn from others and give thoughts about moving into the future. The profiles end with an update on the school's networking efforts, reporting on what staff is doing differently as a result of networking and where they would like the networking to go next.

Five Themes for Success: Lessons Learned

The school profiles show that Schools on the Move operate in very different contexts – small and large, urban and rural, from every corner of the province and serving a range of communities. Each school has its own culture,

Le réseau d'écoles en action compte maintenant plus de 100 membres. Le troisième colloque Écoles en action, qui s'est tenu en juin dernier, a réuni des équipes de toutes ces écoles (ainsi que les surintendances) afin qu'elles puissent célébrer et apprendre les unes des autres.

Bien que les écoles en action soient fières d'être reconnues comme telles, cette expérience n'est pas toujours facile. Ces écoles jouissent d'une visibilité plus grande en raison des liens qu'elles forment et de l'échange d'apprentissage auquel elles participent avec les autres écoles, ce qui est formidable, mais compte aussi son lot de défis. Les enseignants ne sont plus isolés mais font partie d'une communauté professionnelle dynamique et pleine d'idées et de sujets à débattre.

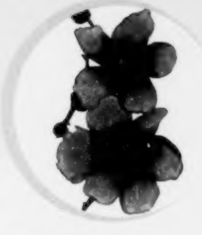
Profils des écoles

Les profils des écoles ont pour objet d'aider les lecteurs, et plus particulièrement ceux des autres écoles ou conseils scolaires, à discerner les similitudes ou les contrastes par rapport à leurs propres efforts pour renforcer leur école comme communauté d'apprentissage.

Le profil de chaque école se présente sur deux pages dans le même format. Après une présentation de l'école et de sa communauté vient un aperçu des approches et de la philosophie de l'école, telles qu'exprimées pas le personnel, les parents et les élèves. La section « Stratégies à rendement élevé » porte sur l'enseignement en salle de classe et sur une évaluation des stratégies qui, selon le personnel, ont réussi à améliorer le rendement, et plus particulièrement celui des élèves accusant un retard scolaire par rapport aux autres élèves du même âge. La réussite ne vient pas toujours rapidement. Les « Efforts couronnés de succès » donnent une idée des défis que les écoles en action ont dû surmonter au cours de leur cheminement vers l'amélioration et de ce qu'elles souhaitent communiquer aux autres écoles. Un rapport des résultats de l'OQRE résume les progrès de l'école sur une période de trois ans. Les écoles indiquent ce qu'elles aimeraient apprendre des autres et font part de leurs intentions pour l'avenir. Enfin, les profils se terminent par une mise à jour des démarches de réseautage entreprises par l'école et par un compte-rendu de ce que le personnel fait de différent en raison du réseautage et de la direction dans laquelle il aimerait voir le réseautage s'orienter.

Cinq thèmes essentiels à la réussite : les leçons apprises

Les profils des écoles montrent combien varient les contextes des écoles en action – petites et grandes, en milieu urbain et rural, elles se trouvent dans toutes les régions de la province et desservent des communautés de toutes sortes. Chaque école possède sa propre culture, ses élèves et ses enseignantes



its own students and teachers, and its own set of relationships within which teaching and learning occurs. A small school with a largely Aboriginal student body is obviously different from a large inner city school in Toronto. And yet, we see many commonalities in their strategies for success.

What are the common themes? Why are these schools moving ahead? Last year, we identified five major themes that seemed to account for success. This year's Schools on the Move confirm the importance of these themes, which also have been identified as making the difference for improving schools in other countries, including England and the United States.

1. Organizational culture

Schools on the Move have collaborative cultures, with teachers and administrators committed to learning together. The schools have moved beyond the old "egg crate" model of isolated classrooms to "open doors," with mutual support and shared risk taking. Staff members are open to new ideas and new practices; they try to identify what is needed to be more successful with teaching and learning. All staff, custodians and secretaries as well as teachers, are included as key members of the team. Parents also participate in the school community, as partners.

2. Focus

The schools have created an environment where learning is the top priority, and in which literacy and numeracy are crucial. The focus on improving literacy and numeracy is infused throughout the school program. Although Schools on the Move have many other initiatives and activities, staff ensure that these do not distract the school from its top priority – learning. And teachers never forget that improved classroom instruction is the "number 1 factor" to improve student learning.

3. Leadership

Administrators balance challenge and support in their relationships with staff, encouraging and recognizing staff contributions. Leadership is distributed and shared, not concentrated, for example, in a single administrator, and is often informal.

et enseignants bien à elle, et son ensemble de relations bien particulier au sein duquel s'effectuent l'enseignement et l'apprentissage. Une petite école comptant des élèves pour la plupart autochtones sera de toute évidence bien différente d'une grande école du centre de la ville de Toronto. Et pourtant, on constate bien des points communs dans leurs stratégies de réussite.

Quels sont les points communs? Pourquoi ces écoles avancent-elles? L'an dernier, nous avons retenu cinq thèmes qui semblent expliquer leur réussite. Les écoles en action de cette année viennent confirmer l'importance de ces thèmes que d'autres pays, dont l'Angleterre et les États-Unis, ont également retenus comme éléments propres à créer la différence dans les démarches d'amélioration des écoles. Les thèmes sont les suivants :

1. Culture organisationnelle

La culture des écoles en action en est une de collaboration où le personnel enseignant et l'administration apprennent ensemble. Les écoles ont laissé de côté l'ancien modèle « alvéolé » des salles de classe isolées pour passer aux « portes ouvertes » avec soutien mutuel et prise de risques partagée. Les membres du personnel accueillent les nouvelles idées et pratiques; ils essaient de déterminer ce qu'il faut pour réussir à améliorer davantage l'enseignement et l'apprentissage. Tous les membres du personnel, tant les concierges et secrétaires que les enseignants, sont des membres clés de l'équipe. Les parents participent également au processus d'amélioration de l'école à titre de partenaires.

2. Orientation

Les écoles ont créé un climat dans lequel apprendre constitue la priorité, et ce, dans l'optique que la littératie et la numératie sont d'importance cruciale. La nécessité de se concentrer sur l'amélioration de la littératie et de la numératie est omniprésente dans tout le programme scolaire. Bien que les écoles en action bénéficient de nombreuses autres initiatives et activités, le personnel veille à ce qu'elles ne détournent pas l'école de son objectif prioritaire : apprendre. Et le personnel enseignant n'oublie jamais qu'un meilleur enseignement en salle de classe constitue l'élément premier d'un apprentissage accru de la part des élèves.

3. Leadership

Les membres de l'administration équilibrent les défis et les soutiens dans leurs relations avec le personnel, et l'encouragent et reconnaissent ses réalisations. Le leadership est attribué et partagé et non pas exercé exclusivement par une seule personne de l'administration, et il est souvent informel.

4. Assessment and use of data

Administrators and teachers feel a sense of accountability for children's learning. EQAO data are seen as helpful and informative, and are taken seriously as a source of useful information about what is happening in the school. However, teachers go well beyond EQAO data; they have developed and are using other assessment data as well, including tasks that teachers develop collaboratively. Schools use various means, such as data walls, to track student progress and identify groups of children who need particular interventions.

5. Links beyond the school

These schools are not isolated – they are closely connected with their school boards and usually embedded in family of schools programs. Superintendents of schools visit frequently, know what's happening and help schools find resources or other supports. Many schools have also forged strong links with their local communities and with other schools, in their own board and beyond. Staff members are clear about their focus when they establish connections with other schools and join regional or provincial networks – they want to continue to learn and improve, as members of a broader professional community.

Next Steps for Schools on the Move

Schools on the Move are continuing to build further capacity through innovation and inquiry. What's ahead? Greater clarity about the strategies that make a difference to children's learning. Greater skill and understanding around using data to improve instruction. Increased precision about the professional learning that will be needed next. Even more schools that show substantial and sustained improvements in student achievement. Further narrowing of gaps in achievement. And, finally, greater public confidence.

An invitation to readers....

Schools on the Move welcome inquiries and visits. Please refer to the Schools on the Move Directory at the end of the book.

4. Évaluation et utilisation des données

La direction et le personnel enseignant se sentent responsables de l'apprentissage des élèves. Ils prennent au sérieux les données de l'OQRE car elles sont pour eux une source de renseignements utiles sur ce qui se passe dans leur école. Mais, les enseignants vont au-delà des données de l'OQRE; ils ont élaboré et utilisent aussi d'autres résultats d'évaluation, y compris des tâches créées en collaboration avec d'autres enseignants. Les écoles utilisent divers moyens, comme des tableaux de pistage, pour suivre les progrès des élèves et identifier les groupes d'élèves nécessitant des interventions particulières.

5. Liens au-delà de l'école

Ces écoles ne sont pas isolées : elles sont étroitement liées à leur conseil scolaire et font habituellement partie intégrante de programmes de familles d'écoles. Les surintendances des écoles leur rendent souvent visite, savent ce qui s'y passe et les aident à trouver des ressources ou des soutiens supplémentaires. Nombre d'écoles ont également forgé des liens solides avec leur communauté et avec d'autres écoles au sein et au-delà de leur conseil. Les membres du personnel expriment clairement leur objectif lorsqu'ils établissent des liens avec d'autres écoles et se joignent à des réseaux régionaux ou provinciaux : ils veulent continuer à apprendre et à s'améliorer comme membres d'une vaste communauté professionnelle.

Prochaines étapes des écoles en action

Les écoles en action continuent d'ajouter à leurs capacités par l'innovation et la recherche. Que réserve l'avenir? Une démarcation plus nette des stratégies qui font une différence dans la vie des élèves. Davantage de compétence et de compréhension par rapport à l'utilisation des données pour améliorer l'enseignement. Une précision du perfectionnement professionnel qui sera nécessaire pour l'étape suivante. Davantage d'écoles témoignant d'améliorations substantielles et soutenues dans le rendement des élèves. Et enfin, une plus grande confiance de la part du public.

Une invitation...

Les écoles en action sont toujours prêtes à répondre aux demandes de renseignements et à accueillir les visiteurs. Veuillez consulter le « Répertoire des écoles en action » à la fin de la présente brochure.

Different Challenges at Different Points on the Journey to Success

Différents défis à différents stades du cheminement vers le succès

A glance at the educational literature shows that all schools encounter a range of challenges as they strive to improve learning for all their students. Ontario's Schools on the Move are no exception; they have faced, addressed and overcome many barriers to change. In the school profiles, this year's new Schools on the Move recount some of their challenges. What characterizes Schools on the Move is their determination to resolve problems and their willingness to try new strategies when current ones are not working. In other words, Schools on the Move don't fall into the "complacency trap."

Getting Started

Challenges in initiating changes ...

- lack of awareness of alternative approaches
- skepticism about abandoning established practices for strategies that staff see as untested in the local context
- concerns about children's emotional, physical and social needs which may take priority over academic learning

Schools on the Move are well along the path of school improvement. Having dealt successfully with the difficulties that commonly confront schools in initiating change (beginning the journey), they recognize that challenges are opportunities for learning. Where EQAO results were low, schools acknowledged the urgency of trying new approaches. When schools became aware of other schools achieving greater success with similar student populations, principals and teachers realized that perhaps they could do better using different strategies. Principals and teachers, developing a sense of collective responsibility for improvement, began building a collaborative culture of mutual support and professional learning. They invited parents to become partners in their children's learning and often engaged the broader community as well.

Un coup d'oeil sur les écrits portant sur l'éducation fait voir que toutes les écoles font face à un éventail de défis tandis qu'elles s'efforcent d'améliorer l'apprentissage de leurs élèves. Les écoles en action de l'Ontario ne font pas exception; elles ont fait face à de nombreux obstacles au changement, et elles s'y sont attaquées et les ont surmontés. Dans les profils d'école, les nouvelles écoles en action de cette année relatent certains de ces obstacles. Ce qui caractérise les écoles en action est leur détermination à résoudre les problèmes et leur disposition à faire l'essai de nouvelles stratégies lorsque celles qu'elles utilisent ne fonctionnent pas. Autrement dit, les écoles en action ne tombent pas dans le « piège de la complaisance »

Pour commencer...

Défis relatifs à la mise en œuvre du changement...

- Manque de connaissance des autres approches telles les nouvelles stratégies de lecture, d'écriture et de mathématiques reposant sur les recherches.
- Scepticisme à abandonner les pratiques établies qui ont bien servi l'enseignante ou l'enseignant pour adopter des stratégies qui n'ont pas été essayées dans son propre contexte.
- Tendance à se préoccuper avant tout des troubles émotifs, physiques et sociaux des élèves plutôt que de leur apprentissage scolaire.

Les écoles en action sont bien engagées dans la voie de l'amélioration scolaire. Elles ont réussi à surmonter les défis qu'affrontent habituellement les écoles dans leur amorce de changement (le début de leur cheminement) et envisagent maintenant les défis comme des occasions d'apprendre. Celles qui ont obtenu de faibles résultats aux évaluations de l'OQRE ont réalisé qu'il était urgent d'essayer de nouvelles approches. Après avoir appris que certaines écoles parvenaient à atteindre des taux de réussite supérieurs avec des populations d'élèves semblables aux leurs, les directions et les enseignants des autres écoles se sont aperçus qu'eux aussi pourraient obtenir de meilleurs résultats en adoptant des stratégies différentes. C'est en développant un sens de la responsabilité collective axée sur l'amélioration que les directions d'école et les enseignants ont peu à peu commencé à élaborer une culture collaborative de soutien mutuel et d'apprentissage professionnel. Ils ont invité les parents à participer à l'apprentissage de leurs enfants et ont souvent suscité la participation de l'ensemble de la communauté.

Implementing Changes

Challenges in implementing strategies and learning from results ...

- learning to work collaboratively rather than in isolation
- "implementation dip" – using new instructional strategies feels awkward or difficult
- uncertainty about data and the complexities of how to use data

Schools on the Move have also achieved considerable success in addressing the challenges that emerge as schools begin to implement new approaches. Principals and teachers designed job-embedded learning that focused on the professional skills and knowledge that seemed most crucial for improving students' learning. Schools found many ways to get through the implementation dip, celebrating early successes and constantly reinforcing each other's efforts. Schools worked to overcome teacher isolation, fostering greater openness and trust. Mastering new approaches for teaching literacy and mathematics empowered teachers and increased their confidence and determination. Classroom doors opened to colleagues as teachers found that working together was not only more successful but more enjoyable. In particular, collaborative efforts paid off in the area of understanding and using data. For most teachers, this is a difficult challenge, requiring new concepts and new practices. As Schools on the Move became more comfortable with using data to make decisions and to track children's progress (using data walls for instance), their teaching interventions became increasingly precise and effective.

Rather than being concentrated in the principal, leadership in Schools on the Move is increasingly shared, with many staff members taking responsibility for different aspects of the school's improvement work. Principals nonetheless have provided the spark and impetus as instructional leaders in the schools and have connected the schools to external ideas and support (e.g., superintendents of schools, consultants, other schools).

Mettre en œuvre les changements...

Défis relatifs à la mise en œuvre des stratégies et aux leçons à tirer des résultats

- Apprendre à travailler en collaboration.
- Ralentissement de la mise en œuvre : l'application de nouvelles stratégies pédagogiques peut porter à confusion ou sembler difficile aux enseignants jusqu'à ce qu'ils développent leurs compétences.
- Incertitudes suscitées par les données et les complexités liées à leur utilisation.

Les écoles en action ont également atteint des taux de réussite considérables en affrontant les défis qui surgissent au sein des écoles lors de la mise en œuvre de nouvelles approches. Les directions d'école et les enseignants ont créé des séances d'apprentissage professionnel intégrées au travail et axées sur les compétences et les connaissances professionnelles centrales à l'amélioration de l'apprentissage des élèves. Les écoles ont découvert de nombreuses méthodes pour venir à bout du ralentissement de la mise en œuvre en soulignant les premiers succès et en encourageant constamment leurs efforts respectifs. Les écoles ont travaillé afin d'atténuer l'isolement du personnel enseignant ce qui a eu pour effet de favoriser un climat d'entente et de confiance. La maîtrise de nouvelles approches pour l'enseignement de la littératie et de la numératie a contribué à l'épanouissement d'un sentiment de confiance en soi et de détermination parmi le personnel enseignant. Après s'être rendu compte que le travail collectif connaît non seulement plus de réussite mais qu'il est aussi beaucoup plus agréable, les enseignants ont décidé d'ouvrir les portes de leurs salles de classe à leurs collègues. Leurs efforts collaboratifs ont tout particulièrement été fructueux dans le domaine de la compréhension et de l'utilisation des données. Cette tâche représente pour la plupart des membres du personnel enseignant un défi difficile à relever du fait qu'elle exige la connaissance de nouveaux concepts et de nouvelles pratiques. C'est en devenant plus confiantes dans leur capacité d'orienter leurs décisions à partir des données recueillies et d'assurer le suivi des progrès des élèves (en utilisant un tableau de progrès par exemple) que les écoles en action ont été à même de cibler leurs interventions en enseignement et de les rendre plus efficaces.

Au lieu de concentrer le leadership dans les directions d'école, les écoles en action ont opté pour un leadership de plus en plus partagé, où la responsabilité des différents aspects du travail d'amélioration de chaque école est assumée par plusieurs membres de son personnel. En tant que leaders pédagogiques, les directions d'école se sont toutefois assurées d'éveiller l'enthousiasme et de donner l'élan nécessaire; elles ont fait connaître à leurs écoles des sources externes d'idées et de soutien (p. ex., les surintendances des écoles, les conseillères et les conseillers pédagogiques, et les autres écoles).

Sustaining Momentum

Challenges to sustaining improvements over time...

- changes in leadership or staff (key movers leave or vital knowledge/skill is lost)
- loss of momentum and intensity
- plateaus – in terms of EQAO scores, increases may be harder to achieve – "the easy gains are already made"

Schools on the Move are at different points in their journeys. Most are finding that they gain renewed energy from the success of their efforts, as student achievement continues to improve. Evidence from school improvement research around the world, however, suggests that sustaining improvement over an extended period of time is not easy. Momentum is lost as key people retire or move to positions in other schools. Some staff members may find it difficult to keep up the intense pace. It is not uncommon that a sharp increase in achievement is followed by a period of time in which achievement levels are sustained but do not continue to improve. Research in Ontario and elsewhere suggests, however, some successful strategies for sustaining improvement or resuming upward movement following a plateau. Some of these are the same strategies that accompany successful implementation of change, such as continuing to support collaborative cultures strongly focused on learning; developing increasingly precise understanding and use of data, especially for early identification and intervention for children falling behind; and keeping up enthusiasm and energy through continued celebration of successes. Two strategies are particularly critical – first, shared or distributed leadership, which makes the school less dependent on the principal or another key staff member and, second, networking with other schools with similar contexts and challenges.

Like all schools, Schools on the Move will continue to confront challenges – changes in student population as community demographics shift, administrative and teacher turnover and various barriers to learning that are only slowly overcome. With the continued commitment of the schools, their school districts and the province, the challenges will be overcome. Ontario children will enjoy greater success in school and in their lives as adults in the wider world.

Maintenir l'élan...

Défis relatifs au maintien d'une amélioration continue au fil du temps...

- **Changement de leadership ou de personnel (les personnes influentes partent ou des connaissances ou compétences vitales se perdent).**
- **Perte d'élan et de dynamisme.**
- **Plafonnement : les objectifs les plus faciles ayant déjà été atteints, il peut être difficile d'obtenir de meilleurs résultats aux tests de l'OQRE.**

Les écoles en action sont arrivées à différents stades de leur parcours. La plupart d'entre elles connaissent un regain d'énergie grâce à la réussite découlant de leurs efforts et de l'amélioration continue du rendement des élèves. Cependant, les résultats des recherches menées à l'échelle mondiale à propos de l'amélioration des écoles indiquent qu'il n'est pas facile de maintenir une amélioration continue pendant une période de temps prolongée. Il semble y avoir une perte d'élan lorsque les intervenants clés prennent leur retraite ou décident d'accepter un poste dans une autre école ou dans un autre conseil. Certains membres du personnel pourraient avoir de la difficulté à adopter un rythme soutenu. Il arrive parfois qu'une nette augmentation du niveau de rendement soit suivie d'une période où l'on observe une stabilisation du rendement, sans plus d'amélioration. Toutefois, les recherches faites en Ontario et ailleurs proposent des stratégies efficaces pour maintenir une amélioration continue ou pour reprendre un mouvement à la hausse à la suite d'un plafonnement. On retrouve certaines de ces mêmes stratégies dans le cadre de la mise en œuvre réussie du changement, celles-ci incluent les stratégies permettant d'appuyer de façon continue des cultures collaboratives fortement axées sur l'apprentissage; celles visant à développer une compréhension et une utilisation de plus en plus précises des données, notamment dans le cadre du processus de dépistage et d'intervention précoce des enfants présentant un retard scolaire; ainsi que les stratégies visant à maintenir l'enthousiasme et le dynamisme au moyen de la célébration périodique des diverses réussites. Deux stratégies sont particulièrement essentielles à cet égard – la première consiste à partager ou à distribuer le leadership dans le but de rendre l'école moins dépendante de sa directrice ou de son directeur ou de tout autre membre de son personnel, et la deuxième encourage le réseautage entre les écoles présentant des contextes ou des défis similaires.

Comme toutes les écoles, les écoles en action continuent d'affronter les défis qui se présentent : les changements dans la population étudiante en fonction des variations de la composition démographique de la communauté, le roulement du personnel enseignant et administratif, ainsi que divers obstacles à l'apprentissage qu'elles parviendront à surmonter peu à peu. Avec l'engagement soutenu des écoles, des conseils scolaires et de la province, les défis seront relevés avec succès. Les élèves de l'Ontario réussiront mieux à l'école et dans leur vie adulte

Continuing the Journey

Poursuivre le cheminement

The Schools on the Move represent the face of change in Ontario education. Over the last few years, the province has made great strides; Schools on the Move have taken advantage of increased resources and a more positive climate in the Ontario education world and have seen student achievement improve.

We summarized above the five themes that seem to be critical to sustained improvement:
- organizational culture
- focus
- leadership
- assessment and use of data
- links beyond the school

Schools on the Move, and schools throughout Ontario, will continue to succeed by holding the course on these five themes.

Next Steps

In 2006, there were 23 Schools on the Move, with 40 more joining in 2007 and a further 44 in 2008. More than 100 schools have now been recognized for their substantial and sustained gains. These schools show exemplary practices in many areas – doing all they can to make sure that all children succeed. Resisting any tendency toward coasting, teachers continue to work on next steps for improving teaching and learning.

One of the most powerful strategies for maintaining and increasing the energy for change is connecting with other professionals engaged in the same enterprise. Schools on the Move offer excellent opportunities for this kind of connection.

The annual Schools on the Move Symposium brings together teams from across the province for an intense two days of professional learning.

Participants are encouraged to reflect together on their work, using collaborative self-assessment to spark further refinement of practices. They learn more about how to be "evidence-informed," by sharing research but also by monitoring projects to determine how well they are working and what makes them work well or not so well.

Le programme *Les écoles en action* se veut le reflet des changements à venir dans l'éducation en Ontario. Au fil des dernières années, la province a réalisé de grands progrès; les écoles en action ont bénéficié d'une augmentation des ressources et d'un climat plus positif dans le monde de l'éducation ontarien, et elles ont constaté une amélioration dans le rendement des élèves.

Nous avons résumé plus haut les cinq thèmes déterminants pour l'amélioration soutenue du programme :
- la culture organisationnelle;
- l'orientation;
- le leadership;
- l'évaluation et l'utilisation des données;
- les liens au-delà de l'école.

Les écoles en action et celles de toute la province continueront à réussir en maintenant le cap sur ces cinq thèmes.

Prochaines étapes

En 2006, les écoles en action étaient au nombre de 23; 40 écoles se sont ajoutées en 2007, puis 44 autres en 2008. On a reconnu les gains substantiels et soutenus que plus de 100 écoles ont réalisés jusqu'à maintenant. Ces écoles ont témoigné de pratiques exemplaires de toutes sortes tandis qu'elles faisaient tout en leur pouvoir pour assurer le succès des élèves. Résistant à toute inclination au laisser aller, le personnel enseignant continue de travailler sur les étapes suivantes de l'amélioration de l'enseignement et de l'apprentissage.

L'une des stratégies les plus puissantes pour maintenir et accroître l'énergie propre au changement est d'entrer en communication avec des professionnels engagés dans la même voie. Le programme Les écoles en action offrent de magnifiques occasions d'établir ce genre de lien.

Le colloque annuel Les écoles en action réunit des équipes de l'ensemble de la province pendant deux journées intenses de perfectionnement professionnel.

Les participants sont amenés à réfléchir sur leur travail et à se servir de l'autoévaluation collaborative pour parfaire leurs pratiques. Ils recueillent d'autres renseignements sur la façon dont ils peuvent s'appuyer sur des données probantes non seulement en partageant les résultats des recherches, mais aussi en assurant le suivi des projets afin de déterminer les pratiques efficaces et celles qui ne le sont pas.

- Après avoir rappelé aux écoles en action que la qualité de l'enseignement est la variable apte à influencer le plus fortement l'apprentissage des élèves, elles sont encouragées à revoir leurs stratégies pédagogiques en salle de classe.

Reminded that the quality of instruction is the most powerful school variable influencing student learning, Schools on the Move are encouraged to revisit and reflect on classroom teaching strategies.

Although these are schools that have been selected as *Schools on the Move*, everything does not always go smoothly. In these schools, however, a culture of resilience has developed. People who show such resilience are able to:

- see the world as it is and diagnose problems accurately
- focus their resources on what they can control

Schools on the Move have shown how genuine sustained improvements in teaching and learning are possible; they arise in a climate of professional collaboration, within which educators learn new strategies and refine strategies already in place.

Having opened the doors between classrooms and between the school and its community, Schools on the Move are now building stronger bridges between schools and between school boards.

Bien que ces écoles aient été choisies pour faire partie du programme des écoles en action, tout ne se déroule pas toujours sans heurts. On constate toutefois qu'elles ont développé une culture de résilience et manifestent une propension au changement. Les personnes qui font preuve d'une telle disposition sont capables de

- voir le monde tel qu'il est et de diagnostiquer correctement les problèmes;
- concentrer leurs ressources sur les éléments sur lesquels elles exercent un contrôle.

Les écoles en action ont montré qu'il est possible d'effectuer des améliorations réelles et soutenues de l'enseignement et de l'apprentissage et que ces améliorations résultent d'un climat de collaboration professionnelle permettant aux éducateurs d'apprendre de nouvelles stratégies et de parfaire celles qui existent déjà.

Après avoir ouvert grand les portes entre les classes et entre l'école et leur communauté, les écoles en action construisent maintenant des ponts plus forts entre les écoles et entre les conseils scolaires.

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Adamsdale Public School

Rainbow District School Board

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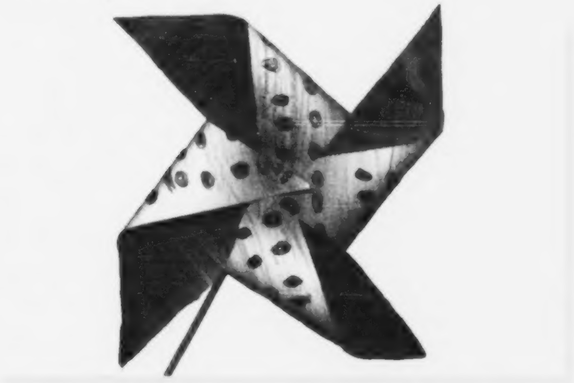


About the school ...

Adamsdale is a Kindergarten to Grade 6 school serving approximately 200 students in a largely working-class Sudbury community. Many students are bused to school and a significant proportion is transient. The school prides itself on developing the knowledge, attitudes and skills that children need to become confident members of their community, and parents note the significant progression in children's learning from year to year. An active group of parent volunteers enables staff to focus on teaching and supporting students. Adamsdale is a "World Class School" emphasizing character education and promoting good citizenship through the board's Pay It Forward and Roots of Empathy initiatives. The school benefits from the generous support of many community partners.

Approach and philosophy ...

Shared leadership. At Adamsdale, shared leadership sustains initiatives through organizational change. The principal welcomes the opportunity to work with an energetic staff who take collective responsibility for each student's success. Leaders in the school listen to the needs of all teachers, and everyone acknowledges the hard work needed to shift practice. Inviting each other into their classrooms and building on each other's strengths, Adamsdale teachers have collaborated to provide more unified, seamless programming. They have created an arc of instruction across grade levels that provides both consistency and the needed flexibility for student-focused instruction. By scaffolding student learning, teachers encourage risk taking and create an environment in which mistakes are recognized as learning opportunities.

Professional learning. Adamsdale is a learning school in a learning board. The board infrastructure for professional learning drives capacity building in the school and offers links to other schools. As part of their professional learning, primary teachers attend regular divisional meetings that include the special education resource teacher, literacy resource teacher and principal. In these meetings, staff focuses on best practices and instruction in specific strategies and skills, while school leaders encourage collaboration to address the needs of struggling students. Junior teachers engage in a similar professional learning community (Travelling Tuesdays) where they meet with the principal, literacy resource teacher and special education resource teacher as well as curriculum and special education consultants from the board.

Whole-school approach. As a result of meeting regularly, literacy resource teachers are able to promote a deeper understanding and wider sharing of strategies across schools. Adamsdale is working to link the primary and junior divisions in a whole-school approach. Collaboration is recognized as key to ongoing student and staff success. Through encouraging active dialogue across divisions and between all members of the instructional team, staff members will be able to sustain their gains and further increase the momentum of improvement.

High-yield strategies ...

At the core of the literacy program is an understanding that effective speaking, reading and writing hinge not only on the required mechanical skills, but also on the underlying cognition. Teachers strive to teach students not just to read and write effectively but also to think effectively. The following high-yield strategies are part of the repertoire teachers use to meet the needs of a diverse group of students:

Gradual release of responsibility. This model supports the scaffolding of student learning toward increased independence.

Explicit teaching practices and modelling. These approaches are used to teach comprehension strategies across the grades. Teachers build a foundation in oral language skills to support students in developing comprehension strategies.

Teacher moderation. Undertaking teacher moderation as a division allows teachers to communicate their questions about effective and accurate assessment and receive immediate feedback from their colleagues in a relevant context.

Success after struggle ...

Staff had gathered a large amount of data but struggled to access and analyze it so that they could move instruction forward for all students. Adamsdale has developed an electronic tracking board that allows teachers to create student profiles and thus differentiate instruction effectively.

As staff members learned together, they found they were using many print resources from other provinces and countries. They wanted to be able to visualize the instructional strategies in the context of their own classrooms. Staff members are currently engaged in producing a series of short videos outlining effective practices – now teachers, parents and students are able to view strategies in action.

When staff started to move forward, many classroom doors were closed. Everyone had to work hard to establish the trust required for all doors to be open. Now there is a strong collaborative focus within both of the primary and junior divisions.

EQAO results indicate significant improvements in most assessment areas, an accomplishment all the more notable given the number of transient students and struggling families. There have been notable improvements in all Grade 3 assessment areas over the past three years: Grade 3 reading scores have risen from 29 per cent of students at or above the provincial standard in 2004–05 to a very respectable 74 per cent in 2006–07. In both Grade 6 reading and writing, the number of students meeting the provincial standard in 2006–07 has roughly doubled from 2004–05.

What the school would like to learn with and from others ...

- how to effectively build capacity across divisions
- methods to maximize communication between primary and junior teachers
- how to balance professional development between numeracy and literacy
- ways to maximize instructional time for both literacy and numeracy

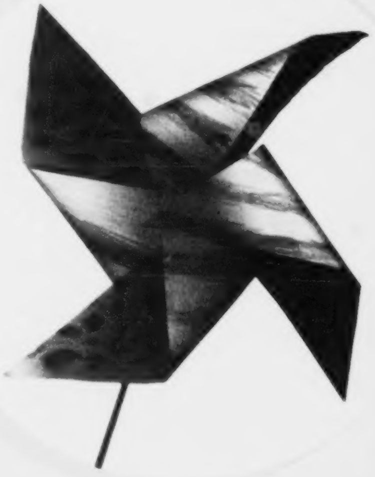
Networking for learning ...

Adamsdale School works with many volunteers from the community. School staff provides training for all volunteers and describes involvement of community partners as essential. The school wants to use its participation in the Schools on the Move network as a platform for ongoing learning.

> "The focus on literacy and numeracy instruction, particularly on guided reading and writing, has had a huge impact on student success in our classrooms. Students are more eager to read and write, and are more successful when doing so." *Literacy Resource Teacher*

Moving into the future ...

- increase literacy instruction to 120-minute blocks in the primary division
- increase mathematics instructional time in all classrooms
- increase professional development opportunities for staff, with a focus on the junior division
- maximize opportunities for collaboration between the primary and junior divisions
- continue to implement explicit teaching practices during numeracy and literacy instruction



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Alexandra Public School

Trillium Lakelands District School Board

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About the school ...

Alexandra offers a Kindergarten to Grade 6 program to about 190 students drawn largely from the surrounding neighbourhood. It enjoys a long-standing reputation in the community as a school that holds high expectations for all students, prepares them to be life-long learners and engages them as contributors to the community. The community credits the small size of the school with the high level of quality interactions not only among students but also between students and teachers. Parents, many of whom are former students, are active members of the school community.

Approach and philosophy ...

Great expectations. The school's motto – *to whom much is given, much is expected* – reflects its philosophy of learning. Staff members believe that all students can achieve the high expectations set for them given the appropriate support, time and resources.

Data-informed practice. Teachers use data and professional knowledge to inform their teaching practice, to develop SMART goals and, most notably, to direct what each student needs to do to be successful. The staff understands the structure, question types and overall philosophy of each assessment, focuses on higher-level thinking skills, problem solving and communication, and provides students with the tools they will need (e.g., graphic organizers, question-response frameworks, assistive technology). Personalized contact with students creates a nurturing atmosphere, ensuring children's confidence in approaching instructional tasks and assessments and giving them the strategies necessary for success.

Well-rounded education. The school focuses on academics, arts and athletics in developing well-rounded students. Character education at Alexandra blends traits outlined by the board and the school's unique model following the principles of Covey's *Seven Habits of Highly Effective People*.

High-yield strategies ...

Teachers think about and make decisions that address the whole child. In their PLC meetings, they consider every child in making decisions about differentiated instruction.

Knowing students academically and socially. Using assessment data, teachers work together in six-week cycles to support student groupings for guided reading. To keep instructional groups small, support staff (e.g., special education resource teacher, literacy coach, educational assistants) work in the classroom. Teachers meet bi-weekly to share ideas and strategies and to confirm that students are having success. Teachers structure rich tasks with multiple entry points and facilitate student work at an independent level.

Uninterrupted literacy and numeracy time blocks. Staff schedule uninterrupted literacy and numeracy time to give students dedicated time to learn reading and math strategies. Students are also given time to learn and apply their skills across the curriculum.

Intentional focus on literacy strategies based on EQAO assessment data. Members of staff analyze EQAO data and identify areas for special attention. They collaboratively review questions, language requirements, curriculum expectations, students' response levels and expanded resources aligned to established goals. Based on such analyses, teachers began using 50 per cent fiction and 50 per cent non-fiction reading materials. They reach consensus of what will be taught based on assessment knowledge and then set SMART goals for each classroom.

Success after struggle ...

Mathematics instruction. Teachers initially embraced a board-supported math program using three-part lessons designed to allow time to activate prior knowledge and to practise and consolidate new learning. However, teachers came to realize that using a single resource for instruction did not fully address the goals of problem solving and explaining ideas in math. Teachers now use diverse resources to better support student development of mathematical ideas and communication.

Education for all. Following research advice, staff began to move toward supporting all students identified with special needs in regular classrooms. Teachers began to view the education of all students in their class as their responsibility in partnership with the literacy coach, special education resource teacher, educational assistants and other teachers. Individualizing instruction is now viewed as a collective responsibility. Large blocks of time for learning, resource teachers supporting learning in the classroom and small-group instruction enable effective inclusion.

Building a team. As part of their re-culturing journey, staff began to collaborate, but initially in very informal, brief and occasional exchanges. Staff realized they needed to know each other better as professionals. Team-building activities provided by the incoming principal facilitated and led the way to open, trusting relationships. This foundation moved professional collaboration and mutual ownership of student learning forward. Staff members are now comfortable going into one another's classrooms and engaging in dialogue about instructional practice to foster their own and each other's learning.

Results on recent provincial assessments show improvement in all areas since 2004–05. In fact, recent scores are well above board and provincial results. In the areas of Grade 3 and Grade 6 reading and mathematics, more than 90 per cent of students are at or above the provincial standard (Level 3 or 4); in Grade 3 and Grade 6 writing, about 80 per cent of students are at or above this mark. In the 2004–05 assessment, Grade 3 reading and writing were the only areas in which 75 per cent of students attained the provincial standard.

What we would like to learn with and from others ...

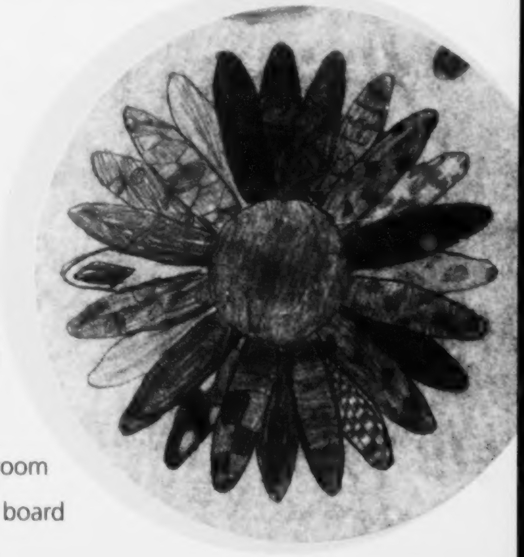
- how to move toward autonomy and independence at the school level
- how to deconstruct instructional approaches to meet student needs and enable higher-order thinking
- more about types of assessments, analysis of data and using data to differentiate instruction

Networking for learning ...

- Clustering for PD with sister schools has led the schools to combine resources to bring in speakers, have grade level meetings, develop samples for moderated marking, engage in open dialogue, leverage combined expertise and engage in teacher moderation.
- Scheduled meetings for bi-weekly primary and junior professional learning communities ensure alignment with school improvement plans and focus on literacy and numeracy and student achievement. PLCs provide opportunities to build knowledge through inquiry and analyses and to use data for reflection on improvement.
- The school has an on-going commitment to support community events, for example, a local food bank, the Kinsmen toy drive, and many other charities.
- Literacy coaches meet with each other to support student and teacher learning.

Moving into the future ...

- build lateral capacity with our sister schools
- use teacher moderation, the development of rubrics and a common language for the analysis of data to align assessment practices
- integrate assistive technologies as part of the school's Council of Ontario Directors of Education (CODE) project
- conduct action research to improve students' mathematical literacy and communication through problem solving (e.g., Teacher Learning and Leadership Project)
- have special education coach to model intervention lessons in the classroom
- research how we are going use the Schools on the Move project in our board



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Thames Valley District School Board

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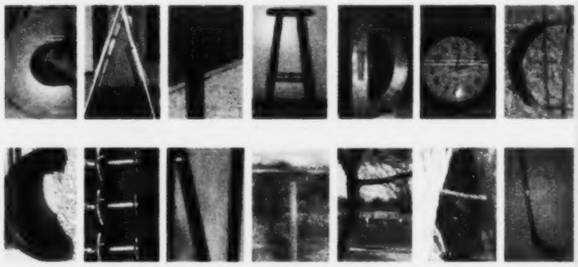

About the school ...

Caradoc Central offers a Kindergarten to Grade 8 program to approximately 350 students in Mount Brydges, a rural community west of London. The school boasts a number of parents who are former students and whose sense of tradition and pride in the school is shared by those more recently welcomed to the community. While most students walk to school, 30 per cent are bused from the countryside, including some students from the Chippewa First Nations. The school is home to an Intensive Support Class for students in Grades 4 to 6. A supportive and knowledgeable school council is in place, with staff and participants from both the immediate community and beyond coming together to support and celebrate the school.

Approach and philosophy ...

Over the past few years the principal and staff have focused on demonstrating that all students can learn. Three components are key to their success:

Embracing change. The staff and principal recently committed to communication and transparency across the school – with parents, students and each other. They collaborate in frequent divisional meetings, analyze student data, plan accordingly, share ideas and now take collective responsibility for all students. Procedural and structural changes that facilitate instruction include uninterrupted blocks of literacy and numeracy time and common teacher planning time. Resources such as literacy kits and guided and shared reading materials link to teaching strategies; they are selected to respond to student interests and needs. Community volunteers and student teachers now participate and support classroom and school initiatives.

Adopting new teaching strategies. Staff members are willing to change instructional practice to improve student learning. They share ideas, successes and challenges – collaborating to support learning for each other. Board workshops and PD sessions provide professional learning, while a deliberate plan provides time to share, practise and consolidate new learning. Student work samples and data form the basis for determining the effectiveness of instructional strategies. Professional dialogue grows steadily, feeding a sense of excitement and self-efficacy, and strengthening the commitment to intentional, shared learning and mutual support.

Improved student learning. At the heart of the action at Caradoc Central is the student. The principal and staff are determined to give students a solid foundation for learning in the early years and then build upon that foundation. Doing so demands a strong knowledge of the curriculum, an understanding of each child's progress along the continuum of learning, a wide repertoire of instructional strategies, a collective commitment to ensure consistency and continuity of practice from grade to grade. The school walls, halls, classrooms, library and office pay tribute to student efforts, learning and achievement.

High-yield strategies ...

Graphic/visual organizers to support thinking. The staff systematically models and teaches students how to use graphic organizers to clarify and organize their thinking and to apply organizational strategies in a variety of learning contexts. Students learn how to select organizers and apply them with growing sophistication from grade to grade. Powerful organizers to prompt higher-order thinking are apparent in writing, mathematics, research and cross-curricular applications from K–8.

Improving mathematics instruction. District workshops have increased staff knowledge about math centres, active learning, grouping and selecting manipulatives. A board consultant also worked with staff to extend knowledge and understanding and respond to their needs. New resources, including manipulatives and software, were organized in the book room for sharing and easy access. SMART Boards are being used effectively to facilitate instruction in math. Consistent with the culture of professional reflection and focus on student learning, teachers are now integrating higher-order thinking into all activities, and investigating the oral language implications of, their math instruction.

Small-group instruction. Teachers rely on student data from ongoing classroom assessment to determine the purpose and composition of small instruction groups. Common planning time among multi-grade teachers ensures time to review student progress and learning needs and to regroup children among classrooms when appropriate. Consistency in planning, teaching, assessment and established routines facilitates the process. Instructional groups are readjusted on a regular basis in response to teacher observation and assessment data.

Success after struggle ...

Working with data. An initial investigation into student data prompted staff to rethink their practices, focus their energy and commit to improved student results. The EQAO summaries along with detailed student results directed discussion to specific action plans to address strengths, weaknesses, appropriate resources, strategies and explicit teaching. As the comfort level with data collection and analysis has increased, teachers have adapted and added data sources to help them better understand student needs. Student charts show, for example, personal progress within individual strands of the math curriculum and the student interest survey helps staff determine library purchases. Referring to student data has become an organic process with constant revisiting, re-assessing and questioning of student needs and teacher action.

EQAO results in Grade 6 mathematics have climbed from 35 per cent of students in 2004–05 achieving Levels 3 and 4 to 81 per cent in 2006–07. Grade 3 results in writing have climbed from 41 per cent at Levels 3 and 4 to 62 per cent in 2006–07; in Grade 3 reading, scores have climbed from 44 to 88 per cent of students at Levels 3 and 4. The school community has recognized the improvement; not only is there more parental participation but the principal also reports wider support in the community for public education.

What we would like to learn with and from others ...

- effective strategies used by same-grade teachers from around the province
- effective strategies for use of SMART Boards across the curriculum
- more about assessment for learning
- how to implement differentiated instruction

Networking for learning ...

- district-level professional development bringing school teams together, connecting same-grade teachers for common learning and sharing
- highly effective PLC time for in-school learning and refinement of practice within and across divisions
- family of schools format for administrators to share, learn, network, visit schools
- access to board-level support staff to work in school
- high support for teacher professional learning opportunities

> "When asked why he was so good at persuasive writing ... because we learned it first in Grade 1!" *Literacy Resource Teacher*

Moving into the future ...

- refine and expand our use of data walls to better inform and drive our decision making related to improved student learning opportunities and student success
- strengthen our professional learning community by continuing to provide a safe, caring and nurturing environment for enhanced professional dialogue to take place at both divisional and grade meetings
- continue to strive for excellence for all staff and students
- continue to demonstrate our belief that all students can learn

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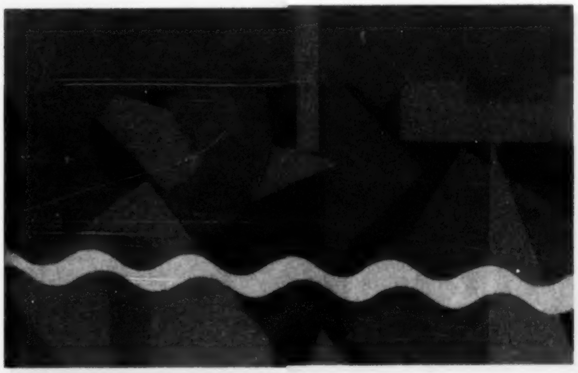

About the school ...

Coronation Public School is a compensatory school, JK–8, for nearly 270 students in the city of Windsor. Approximately two-thirds of the student body are English language learners. Many Coronation teachers have additional qualifications in reading, special education and/or physical education. They have found this combination has not only equipped them for differentiated instruction, but it has also been helpful for developing literacy and numeracy instruction using a kinesthetic approach. The school population has been organized into primary and junior-intermediate wings, an organization that encourages dialogue and planning among colleagues. Proximity also maximizes opportunities to group students based on learning needs.

Approach and philosophy ...

Explicit alignment. The school is deliberate about working with both the board and ministry to maximize student learning. The board's program department plays a vital role in the school's success; the literacy/numeracy support teacher, for example, works closely with school staff to support teaching and learning goals. Recent documents published by The Literacy and Numeracy Secretariat have helped to provide the foundation for the school portfolio that guides the implementation of strategies for improvement. The portfolio highlights a 100-minute literacy block along with formal and informal divisional meetings used for planning.

Collaborating for student success. To support student learning, the school created networks with their feeder/secondary school cluster, including parents, community and business partners. Within the school, teachers collaborate to solve problems and enrich instruction. The literacy/numeracy support teacher works at the school two days a week as mentor, coach and active team member.

Parent engagement. The school council is actively engaged in supporting student achievement. These include highly successful Basketball/Literacy Nights that involve fathers in reading activities with their children and a well-attended Mother-Daughter Manicure/Literacy Night just before Mother's Day. Teachers plan Literacy Assemblies that involve student performances, such as Reader's Theatre and Jazz Poetry Café. Loving Literacy Evenings also bring parents to school to read dual language books with children, thus engaging parents while valuing the multicultural nature of the community.

High-yield strategies ...

Professional learning. Professional learning communities meet once a month, follow a template, and list readings and website materials for discussion. Initially principal-led, teachers now take ownership in discussing next steps for their school. Dialogue extends well beyond formal sessions to daily interactions and hallway discussions about students and learning.

Coaching and action research. Teachers engage in action research, often in partnership with support staff attached to the school (e.g., literacy/numeracy support teacher, child and youth worker). For example, Grade 6 teachers observed that girls were more confident in their reading skills and tended to guide class discussions, while boys began to disengage. To engage the boys, classes were divided by gender, one group getting character development instruction with the child and youth worker while the other group had literacy lessons. Teachers found that the boys became more engaged in lessons and in conversations that were more concrete, physical or mechanical in nature. A survey will be re-administered at year's end to assess effectiveness and plan next steps.

The Writers' Block. Although evidence of writing is everywhere in the school, a unique feature is the long hallway of K–8 student writing named "The Writers' Block." Students read each other's writing, see their own writing displayed and are exposed to a wide variety of text forms as the display changes. To enable students to become successful writers, oral language is linked to writing, while teachers model extensively and provide anchor charts for different text forms.

Success after struggle ...

Alignment and coherence. To increase student success in an inner city context, the professional dialogue must extend to community partners. Teachers informally go to the on-site parenting centre to talk to parents. As a result, the Kindergarten teacher knows ahead of time which children are coming to her class, and the transition from centre to school is a smooth continuum of learning.

Research. To achieve success with students, staff members had to be open to new strategies, criticisms and suggestions. They committed to a journey that required time, energy and readiness to change. For instance, not only do staff read every Literacy and Numeracy Secretariat monograph but they also analyze and reflect on the content (e.g., use of exemplars, student-led conferences, teachers' feedback and many other practices). The school portfolio, citing example after example of research to practice, is a record of the school's learning journey.

Inclusion. Student success hinges on the teamwork of child, parent and school, but parent involvement can be especially challenging in a multicultural, multilingual inner city community. The entire staff focuses on making parents comfortable and on drawing them into the school community. The early literacy centre is the first step in encouraging parent participation. Dual language books at literacy evenings reduce the language barrier, assuring parents that they have a voice and are valued in the school.

Results recently achieved on provincial assessments speak to the high quality of the learning environment in this diverse, inner city school. Scores in Grade 3 mathematics and writing, and Grade 6 writing were all above the provincial standard in 2006–07, with Grade 6 reading and mathematics close to that mark. This is remarkable given that scores in only two assessment areas were near the provincial standard two years before.

What we would like to learn with and from others ...

- ideas for literacy nights; bringing parents in, modelling lessons, showing activities parents can do (e.g., play-dough spelling, watching and discussing movies)
- how to improve parent engagement (e.g., for our Learning Partnership initiative starting at the Kindergarten level next fall)
- how to continue the journey of vision to practice

Networking for learning ...

To support, validate and extend staff professional growth and learning there are opportunities to:

- visit other schools and host school visits
- share effective practices as administrators within the family of schools
- participate in board PD sessions
- connect with feeder schools and the receiving secondary school for dialogue, discussion and shared student events

To build community support and connect families with community partners, the school participates with community agents in:

- Hands Up Program, Healthy Schools, Anti-bullying, Coronation Clothes Closet, Helping Hands Hoopla (planters created for seniors)
- presentations of music, arts, dance to community groups; celebrations of diversity
- Read-a-thon (e.g., bringing in fire, police and local business staff to read to children)

> "We want parent engagement, NOT just parent involvement!" **Principal**

Moving into the future ...

- teacher moderation
- increase student feedback and begin use of portfolios to assist student self-assessment
- increase parental involvement
- lesson study
- use of school portfolio to help solidify what we are doing as a school

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Dufferin Elementary School

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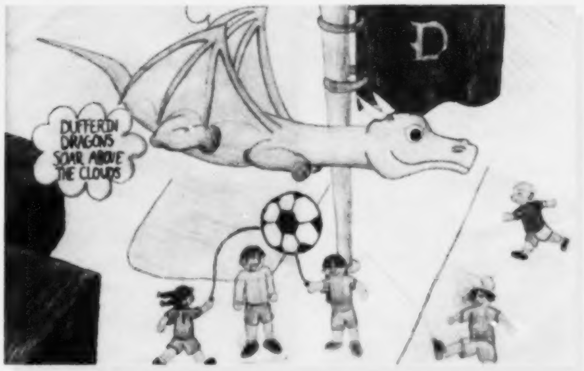
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DUFFERIN DRAGONS SOAR ABOVE THE CLOUDS

About the school ...

Dufferin Elementary School, located in downtown Owen Sound, has about 200 pupils. The school thrives in a family atmosphere where everyone knows everyone. Parents value the strong commitment of staff and the energetic, hospitable leadership of the principal in both setting high expectations and continually raising the bar. Everything that the school does is guided by three belief statements: (1) all people are teachers and learners; (2) every learner can and will succeed when school, home and community work together; and (3) respect, responsibility and appreciation of difference are essential for a safe learning environment. Among the many activities that enhance the culture and learning within the school are: the Dufferin Hockey league (DHL) with its "Stanley Pot Playoff," reading buddies, Dragon Radio Club, Spirit Day, the annual barbecue and the CARE program.

Approach and philosophy ...

School climate. Through the CARE anti-bullying committee, staff, students and the community ensure that Dufferin embodies a positive and inclusive environment. Established routines ensure a safe and orderly atmosphere and create very high expectations for behaviour. The Virtues program provides direct instruction focused on "gifts of character." The school community and the principal share the view that a strong, collective educational philosophy, if it truly matters, must affect practice.

Sense of belonging. Student leadership is nurtured through many opportunities for students within the school and community. Senior students become leaders and mentors through a number of roles such as student photographers, crossing guards, computer helpers, lunch monitors and Kindergarten helpers. At the "home of the Dragons," student life flourishes with strong partnerships and links to the community, exemplified in such projects as the school peace garden, class trips, June Play Day and Roots of Empathy. Radio Dufferin, run by Grade 6 students, honours everyday heroes within the school. The school community values strong connections between school and home, and teachers and students are all known to everyone in the building. The respect and sense of belonging at Dufferin has brought new life to the school.

High-yield strategies ...

Gradual release of responsibility. The school leadership team, comprising the literacy, numeracy, technology and learning resource teachers, meets with the school principal regularly to plan professional learning opportunities for all staff. A gradual release of responsibility (from shared to guided to independent activity) and rich learning opportunities are utilized to improve student learning. The staff takes appropriate action to ensure that the learning needs of all students are addressed and that every student becomes a reader and a writer.

Graphic organizers/frameworks. Explicit teaching has resulted in tremendous growth in problem-solving skills and written responses. T-charts, Venn diagrams and problem-solving steps, along with other effective practices identified in Robert Marzano's work, are some of the strategies implemented. Exemplars posted throughout the classrooms demonstrate strong consistency.

Common language. Developing common language across divisions and grades as well as prompts and established models of written text forms have resulted in a strong and consistent use of terms for teachers and students. Teachers examined the math curriculum and determined what vocabulary should be introduced and enhanced in each grade. Math word walls and math journal writing are used strategically to reinforce student understandings and usage of math language.

Use of manipulatives. Greater and more effective use of manipulatives at every grade level allows students to begin their exploration of math concepts at a concrete level. Support materials and activities created with the board allow teachers to move out of their comfort area and away from the text to build capacity for themselves and students.

Success after struggle ...

Breaking down barriers to professional dialogue. Staff worked hard to break down barriers and open classroom doors for professional dialogue and conversation. They have created an atmosphere of trust and a problem-solving approach to ensure that the needs of students are met. Teachers are prepared to try, practise and share their new skills.

Creating an integrated approach to student learning. Large blocks of time to accommodate uninterrupted literacy programs are coupled with opportunities for staff to examine data and determine the text forms or learning categories that require improvement. Instruction is then tailored to meet the identified needs using fluid groupings in a reading club that engages students and deploys staff effectively. Teachers say that the data helped them realize they needed different strategies. As a result of their work, they have fewer students requiring individual educational plans.

Recent scores in all six areas of provincial assessment show clear and consistent improvement since 2004–05. Grade 3 scores in reading, writing and mathematics, although above provincial standards in 2004–05, have risen substantially since then. Grade 3 mathematics, for example, stood at 86 per cent of students meeting the provincial standard in 2004–05 and currently stands at 100 per cent. Grade 6 scores in all three assessment areas were below the provincial standard in 2004–05; now reading and writing scores are above the provincial standard, and mathematics is hovering close to the mark. Grade 6 reading, for instance, jumped from 50 per cent in 2004–05 to a remarkable 82 per cent in the most recent assessment.

What we would like to learn with and from others ...

- how to create a functional library (without dedicated staffing) for staff and students – especially interested in an organized book room for the school resources to assist in identifying the gaps in the collection and improve access to materials for teachers
- how to further the work of PLCs to focus on integrated planning

Networking for learning ...

- Strong alignment within the school board results in focused system support. School math and literacy lead teachers meet bi-monthly to enhance their knowledge and skill and are informed members of the leadership team.
- Principal and vice-principal networks (groups of five) are fostered through the board and through informal groupings. The principal plays an integral role in all capacity-building initiatives, which enhances the ability of the leadership team to support and monitor implementation at the school level.
- A math group within the board has focused on a strategic approach to effective instructional strategies, a common math assessment tool, and intentional teaching that promotes rigorous and relevant problem solving. ETFO has supported this initiative with a capacity-building session on relevant problem solving.

Moving into the future ...

- develop instructional and planning strategies that ensure learning has a high degree of relevance for our children
- plan learning opportunities from "enduring understandings", using a design-down planning approach
- hone our skills with the use of the Four Blocks Model, approaching each block as a "literacy engine" as opposed to an end in itself
- increase our level of professional collaboration to include grade partners from other schools in our district

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École élémentaire catholique des Pionniers

Conseil des écoles catholiques de langue française du Centre-Est

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L'école...

L'école élémentaire catholique des Pionniers est située dans un secteur résidentiel d'Orléans. Depuis plus de vingt ans, le personnel accueille et accompagne plus de de 400 élèves de la maternelle à la 6e année. L'école offre un service de garde avant et après l'école et une garderie pour les enfants âgés de 18 mois et plus.

La communication est un facteur essentiel à l'école pour assurer la collaboration de tous dans la communauté. Le personnel sait faire preuve d'une grande ouverture d'esprit et d'un désir profond de communiquer et de collaborer avec tous les intervenants responsables de l'éducation des élèves.

Approches et philosophie de l'école...

La devise de l'équipe professionnelle est « Chaque jour, chaque élève, un succès ». L'équipe reconnaît que chaque élève a ses forces et ses besoins. Dès la maternelle, le personnel s'engage à faire connaître des succès tous les jours à tous les élèves. À partir des résultats des élèves, le personnel discute des approches et des stratégies à privilégier afin d'améliorer le rendement des élèves (objectifs SMART).

Le personnel et les parents attribuent, en grande partie, l'amélioration des résultats au leadership de la direction. Sa présence dans les salles de classe, sa confiance, son accompagnement et sa transparence rendent ce milieu d'apprentissage un endroit où il fait bon travailler, apprendre, vivre et s'épanouir.

L'équipe se compose d'individus engagés et responsables qui considèrent que seul on va peut-être plus vite, mais en équipe on va plus loin pendant plus longtemps. Les communautés d'apprentissage professionnelles (CAP) s'appuient sur la *pyramide d'interventions* du Conseil scolaire.

L'engagement des parents contribue à cette réussite. Les parents reconnaissent la qualité professionnelle du personnel et répondent en s'engageant de toutes les façons possibles afin que les élèves soient gagnants. Dès la première rencontre à l'école, les parents sentent que leur enfant sera en sécurité. Ils sont accueillis par une équipe qui inspire confiance et qui a à cœur l'éducation et le bien-être de tous les élèves.

Stratégies à haut rendement...

L'approche préventive contribue au succès de l'école. Au cycle préparatoire, les ressources sont utilisées pour développer la conscience phonologique dont *Brille la chenille* et le programme de *Stimulation orthophonique intensive (S.O.I.)*.

Au cycle primaire, du personnel est affecté au programme d'intervention préventive en lecture et en écriture (I.P.L.É.). L'enseignement explicite de la lecture est pratiqué (programme *Session*). Un appui en lecture est fourni par des adultes bénévoles et des élèves du programme coop au secondaire. L'enseignement de stratégies de résolution de problèmes est intégré dans les pratiques d'enseignement.

Au cycle moyen, les enseignants utilisent la ressource *Un peu, beaucoup, à la folie* en numératie et des modules d'intégration de matières selon les grandes idées des programmes-cadres.

Le développement de la pensée critique par le modelage, la pratique guidée et la pratique autonome favorise l'objectivation des apprentissages.

Les interventions qui font une différence sont les formations et les ateliers communs tels que ceux offerts par Audrey McAllister : l'atelier sur la construction identitaire et l'enseignement par médiation (E.P.M.).

Il est essentiel de reconnaître les forces de chacun des membres du personnel. Les gens sont alors motivés et contribuent aisément aux différents projets de leur école.

Efforts couronnés de succès...

- Le partage des ressources et du matériel. Lorsque le matériel circule ainsi, les idées sur leurs utilisations possibles se propagent.
- Les échanges formels et informels entre les enseignants concernant les besoins, les stratégies gagnantes particulières à chacun des élèves lors des transitions d'un niveau à l'autre.
- Les stratégies qui ont permis la réussite de l'inclusion des élèves.
- Le réseautage qui existe entre les niveaux (p. ex., les élèves du cycle moyen lisent aux élèves du cycle primaire).

De 2006 à 2007, le rendement des élèves de 3^e année atteignant les niveaux 3 et 4 aux tests de l'OQRE s'est amélioré de 16 % en lecture, de 5 % en écriture et de 6 % en mathématiques. Les résultats des élèves de 6^e année se sont améliorés de 3 % en lecture.

Ce que l'école aimerait apprendre des autres...

- L'utilisation du Smart Board dans la classe du jardin d'enfants.
- Connaître et discuter des pratiques réussies.
- Comment réussir à maximiser le temps en classe.

Le réseautage au service de l'apprentissage...

Lors des rencontres de communautés d'apprentissage professionnelles (CAP), les enseignants échangent et collaborent pour améliorer les pratiques. Ils recherchent également les pratiques réussies qui se retrouvent ailleurs. La direction encourage les enseignants à se surpasser en participant à des colloques et en visitant d'autres écoles.

Dans la voie du succès...

- Poursuivre le comité *CAP – école* qui permet d'avoir une vue d'ensemble de la direction que prennent les communautés d'apprentissage.
- Encourager les échanges entre les niveaux et l'observation dans les classes.
- Poursuivre le développement et la mise en œuvre afin de réduire l'écart entre le rendement des garçons et celui des filles en matière de littératie.
- Toujours placer la réussite des élèves au cœur de notre pédagogie.

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École élémentaire catholique Frère-André

Conseil scolaire de district catholique Centre-Sud

Barrie, Ontario

L'école...

L'école élémentaire catholique Frère-André accueille environ 400 élèves de la maternelle à la 6^{e} année, provenant d'une communauté homogène, aussi bien sur le plan socio-économique que culturel. L'esprit communautaire et l'engagement parental, ainsi que la stabilité du personnel sont des caractéristiques propres à l'école.

La directrice de l'école est une excellente leader pédagogique, convaincue que « tous les élèves sont en mesure d'apprendre et peuvent réussir », que le leadership se partage et que le travail se fait en collaboration. Pour que chaque élève réussisse, l'école implique tous les intervenants, les parents et la communauté dans la vie scolaire. L'expertise est partagée et chacun ressent l'importance de sa contribution.

Le personnel enseignant traite chaque élève avec dignité et respect et travaille ensemble pour établir un milieu sûr et ordonné. Le climat de travail à l'école assure des conditions plaisantes et saines. Tout est fait pour créer une atmosphère où il fait bon travailler. Les élèves et le personnel sont heureux et se sentent valorisés.

Un horaire modifié permet de maximiser le temps d'enseignement et de minimiser les pertes de temps. De plus, l'horaire permet aux enseignants du même niveau de planifier ensemble.

Les parents se portent volontaires aux activités scolaires et participent aux réunions. Ils apprécient la communication étroite qui se fait entre la maison et l'école. En plus, ils sont encouragés à jouer un rôle actif dans l'éducation de leur enfant. Il y a des programmes de tutorat durant et après les heures de classe.

Sur le site Web de l'école on retrouve des feuilles de route pour chaque niveau. Les sacs de lecture encouragent la lecture à la maison et la participation des parents.

Approches et philosophie de l'école...

Frère-André est une école avec une vision et un plan d'amélioration pour l'atteindre. Bien que l'on mise sur le progrès de tous les élèves, on croit que chaque élève doit avancer à son propre rythme. Le plan d'amélioration de l'école est élaboré en collaboration avec l'équipe de réussite de façon à ce que l'école se concentre sur ce qui est essentiel pour progresser.

Avec l'appui de l'enseignante accompagnatrice, l'école est sur la bonne piste pour harmoniser les pratiques pédagogiques en littératie et en numératie. Les membres du personnel enseignant tiennent beaucoup à se perfectionner et participent volontiers aux initiatives pour accroître leurs capacités.

L'esprit de collaboration se manifeste lors des rencontres des communautés d'apprentissage professionnelles (CAP) qui ont lieu une fois par mois. Ces réunions sont dirigées par un leader en littératie et en numératie et les enseignants de chaque cycle se rencontrent régulièrement pour planifier et partager des stratégies gagnantes. Ces moments privilégiés représentent un véritable atout pour le cheminement professionnel.

Stratégies à haut rendement...

La différenciation de l'enseignement est le mot d'ordre dans chaque salle de classe. On travaille l'écoute et la participation orale avant de passer à l'écrit. Les enseignants utilisent assez régulièrement des centres d'apprentissage. Les élèves sont regroupés selon leurs habiletés en lecture pour permettre un enseignement adapté à leurs besoins. Le travail en groupe est facilité par des tuteurs. La planification et la modification des interventions se font en fonction des besoins du groupe.

Il y a des rencontres hebdomadaires afin de cibler les enseignements et les évaluations de la semaine par matière et par niveau. Il y a un retour quotidien pour identifier les élèves qui n'ont pas compris les concepts. En plus, il y a des discussions avec l'aide-enseignante, l'enseignante-ressource et le moniteur de langue afin de créer de nouvelles stratégies pour appuyer les élèves.

On fait un enseignement explicite et guidé de la résolution des problèmes. Les élèves utilisent des tableaux et outils organisationnels. Le personnel enseignant fait du modelage et les référentiels sont affichés lorsque le concept est enseigné. Les élèves doivent savoir pourquoi il est là et comment l'utiliser.

Le modelage du processus d'écriture se fait à l'aide de contes collectifs. Les stratégies sont travaillées en groupe avant de passer au travail individuel. On étudie les caractéristiques d'un texte prescrit en faisant un modèle. On travaille les stratégies d'inférence.

Les enseignants font appel aux connaissances antérieures de leurs élèves avant d'enseigner les nouveaux concepts. On trouve des explications simples pour renforcer les compétences et pour fournir plusieurs exemples (activités et manipulation) : modeler, appliquer et pratiquer. En plus, on s'assure de toucher tous les niveaux de la taxonomie de Bloom dans le questionnement. Les enseignants modélisent leurs pensées et parlent du vécu pour faire des liens.

Pour réduire l'écart entre les garçons et les filles, le personnel enseignant utilise des stratégies gagnantes : plus de matériel de manipulation, des périodes plus courtes et des mentors masculins pour les garçons du primaire.

L'évaluation diagnostique se fait pour chaque élève à partir des outils créés par le conseil ainsi qu'à partir de GB⁺. Les évaluations formatives se font régulièrement et les élèves sont regroupés pour un enseignement adapté à leurs besoins. Les profils de classe se font après chaque bulletin. On utilise les tests de l'OQRE des années précédentes et les copies types pour aider les élèves à savoir ce à quoi l'on s'attend d'eux.

Efforts couronnés de succès...

- L'enseignement différencié
- Le modelage de stratégies d'enseignement efficace en littératie et en numératie
- Les centres d'apprentissage
- L'horaire/le rôle des accompagnateurs
- L'enseignement différencié/la technologie pour les élèves ayant des besoins particuliers
- Comment améliorer le rendement des garçons
- Comment engager les parents
- L'enseignement à niveaux multiples

De 2005 à 2007, le rendement des élèves de 3^e année atteignant les niveaux 3 et 4 aux tests de l'OQRE s'est amélioré de 25 % en lecture, de 14 % en écriture et de 33 % en mathématiques. Les résultats des élèves de 6^e année se sont améliorés de 12 % en lecture, de 13 % en écriture et de 15 % en mathématiques aux niveaux 3 et 4.

Ce que l'école aimerait apprendre des autres...

- La numératie – les opérations de base – la numération
- Les tableaux de pistage – utilisation et exemples
- L'harmonisation de pratiques/le calibrage des évaluations
- La lecture autonome
- Les évaluations communes.

Le réseautage au service de l'apprentissage...

Les réunions par cycle ont lieu avant les heures de classe deux fois par mois. On organise des rencontres CAP plus régulièrement pour partager les pratiques gagnantes de l'école. La surintendante responsable de Frère-André appuie l'école à faire des liens avec d'autres écoles au sein du Conseil scolaire du district catholique Centre-Sud.

> « Je suis chanceuse et fière d'avoir une école francophone et catholique de qualité dans ma communauté pour offrir une éducation à mes enfants dans notre langue maternelle. Le personnel et l'ambiance sont superbes. Les parents s'engagent et les enfants sont heureux à l'École Frère-André. » *Parent*

Dans la voie du succès...

- La cueillette des données en conscience phonologique (Littératie Plus).
- Un programme de littératie équilibré/quatre situations de lecture.
- Des liens entre la stratégie d'enseignement et le style d'apprentissage de l'élève.

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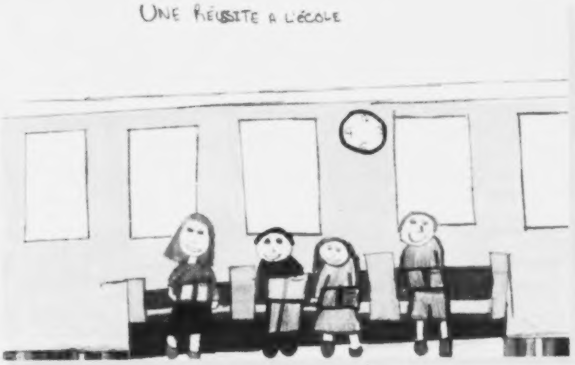
École élémentaire catholique Saint-Jean-Bosco

Conseil scolaire de district catholique de l'Est ontarien

Hawkesbury, Ontario



L'école...

L'école St-Jean-Bosco est située dans l'Est ontarien dans une ville frontalière du Québec. L'école accueille 175 élèves de la maternelle à la 6^e année et offre, au cycle moyen, une classe pour les élèves ayant des besoins particuliers.

En partenariat avec le Conseil scolaire de district catholique de l'Est ontarien, l'équipe de l'école Saint-Jean-Bosco aide l'élève à se surpasser en l'accompagnant dans son apprentissage, à connaître les valeurs catholiques et à vivre en y tenant compte et à développer un sentiment de fierté à l'égard de la langue française et l'héritage culturel franco-ontarien.

Les élèves bénificient de diverses activités visant le bien-être physique : la collation santé et des activités sportives. Ils bénificient également d'un programme d'aide aux devoirs.

Approches et philosophie de l'école...

Le personnel favorise une approche axée sur l'apprentissage de chaque élève. Cette approche implique un enseignement de qualité qui met l'accent sur des stratégies gagnantes, une gestion efficace de la salle de classe et une communauté d'apprentissage professionnelle qui se rencontre pour se pencher sur l'amélioration du rendement et la collaboration entre le personnel, les parents et les élèves.

Le respect, la fierté, l'engagement et la collaboration sont ancrés dans la vie de tous les jours des élèves et du personnel. Une culture de confiance est évidente au sein de l'école. Le personnel croit que chaque élève est en mesure d'apprendre et, à partir de données, met tout en œuvre pour que l'élève assure son apprentissage.

Le personnel apprécie le leadership partagé. La stabilité de tout le personnel engendre un sentiment d'appartenance à la communauté scolaire. Les élèves deviennent la responsabilité de tous.

C'est une école de quartier francophone qui se veut accueillante et chaleureuse. L'apprentissage du vocabulaire anglais débute dès la première année, avec l'objectif de rendre les élèves bilingues.

Stratégies à haut rendement...

L'école Saint-Jean-Bosco attribue son amélioration progressive et significative au cycle primaire au fait qu'elle a adopté l'approche du groupe *Session* en lecture depuis quelques années. Après mûres réflexions et discussions, l'équipe a ajouté la composante d'écriture cette année. L'enseignante ou l'enseignant-ressource assure un suivi intensif de quarante jours en lecture et en écriture de la programmation *Session*. Ces élèves bénéficient d'un appui supplémentaire et personnalisé en plus de l'enseignement en salle de classe.

En quatrième année, une transition progressive est effectuée pour un enseignement efficace de la littératie au cycle moyen. La classe pour les élèves ayant des besoins particuliers utilise également l'approche Session. Les résultats démontrent une amélioration du rendement en lecture de ces élèves.

Afin de couvrir toutes les attentes des différents programmes du Curriculum de l'Ontario, le personnel favorise l'intégration des matières. Un bloc de littératie de 120 minutes et un bloc de 80 minutes pour la numératie sont à l'horaire. Un esprit de collaboration et de partage règne à l'école.

L'école travaille en communauté d'apprentissage professionnelle en concentrant toujours son énergie sur la réussite de chacun des élèves. Diverses équipes de collaboration sont formées par niveau, par cycle, par école ou par région. Tous les titulaires de salles de classe, les auxtres membres du personnel enseignant et les aides-enseignants font partie des équipes de collaboration.

Efforts couronnés de succès...

- La culture de collaboration en communauté d'apprentissage professionnelle (CAP).
- L'enseignement du programme *Session* en lecture et en écriture au cycle primaire.
- L'enseignement explicite pour les élèves ayant des besoins particuliers.
- L'intervention intensive en lecture et en écriture.
- L'enseignement explicite et les stratégies de lecture au cycle moyen.
- L'analyse et l'interprétation des données quantitatives au cycle primaire.

De 2005 à 2007, le rendement des élèves de 3e année atteignant les niveaux 3 et 4 aux les tests de l'OQRE s'est amélioré de 30 % en lecture, de 33 % en écriture et de 52 % en mathématiques. Les résultats des élèves des niveaux 3 et 4 de 6e année se sont améliorés de 24 % en lecture et de 10 % en écriture.

Ce que l'école aimerait apprendre des autres...

Faire partie d'un réseau afin de partager mutuellement les pratiques gagnantes que connaissent les autres écoles. Exploiter davantage les stratégies d'écriture et de numératie par la formation ou autre. Participer à une CAP d'une école qui a les mêmes cibles pour enrichir nos pratiques.

Le réseautage au service de l'apprentissage...

Le personnel du cycle primaire travaille étroitement avec l'entraîneur en littératie par le groupe *Session*. Afin d'harmoniser les pratiques entre le cycle primaire et le cycle moyen, des rencontres sont prévues avec le personnel de la 4e année. Ceci facilite la transition vers un enseignement efficace de la lecture. Les membres du personnel sont encouragés à participer à divers ateliers de perfectionnement professionnel et de partage.

> « Tout le personnel de l'école St-Jean Bosco est très impliqué et ouvert aux nouveautés. C'est très motivant d'évoluer avec une telle équipe. » ***Directeur***

Dans la voie du succès...

- Créer un réseautage entre écoles.
- Consolider en équipes les stratégies explicites en lecture et en écriture au cycle primaire.
- Analyser et interpréter les données afin d'ajuster l'enseignement – apprentissage à tous les cycles.
- Utiliser l'évaluation pour assurer l'apprentissage de chaque élève.
- Fixer des attentes élevées et amener l'élève à les atteindre.
- Favoriser la conscience phonologique au cycle préparatoire.

UNE RÉUSSITE
Á LÉCOLE

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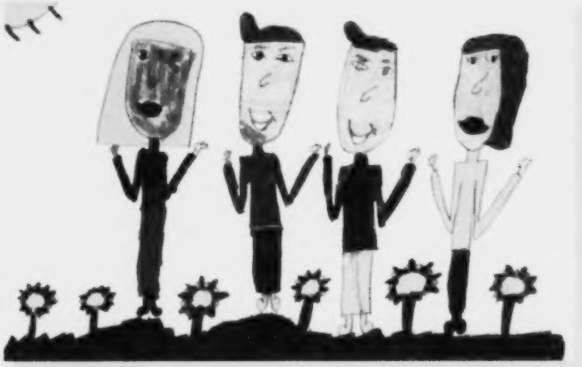
École élémentaire L'Héritage

Conseil scolaire de district du Centre-Sud-Ouest

St. Catharines, Ontario



L'école...

L'Héritage accueille environ 185 élèves provenant surtout de la ville de St. Catharines, mais aussi des municipalités environnantes. Les programmes s'adressent aux élèves de la maternelle à la 8e année. L'Héritage est une des 36 écoles du Conseil scolaire de district Centre-Sud-Ouest.

L'école a ouvert ses portes en 1998 et offre un milieu accueillant et stimulant qui respecte les différences individuelles de chaque enfant. En collaboration avec les parents et le conseil d'école, la direction et le personnel enseignant de l'école encouragent les élèves à développer des attitudes, des habiletés et des connaissances qui les aideront à mieux faire face au monde de demain.

Les élèves qui ont besoin d'un soutien particulier bénéficient des services d'experts qui sont mis à leur disposition par l'intermédiaire du conseil scolaire et de l'école.

Approches et philosophie de l'école...

La stratégie de littératie et de numératie est caractérisée par le travail d'équipe à L'Héritage. La philosophie est que tous les élèves peuvent apprendre mais apprennent de façon différente. On remarque de plus en plus que les membres du personnel se sentent responsables de tous les élèves.

Des rencontres CAP (communautés d'apprentissage professionnelles) par cycle se font régulièrement et permettent aux membres du personnel d'analyser les données et de prendre des décisions pour mieux répondre aux besoins des élèves. Ces rencontres structurées visent à atteindre des objectifs SMART (spécifiques, mesurables, atteignables, réalistes, en temps opportun) élaborés en collaboration. Ces moments privilégiés représentent un véritable atout pour le cheminement professionnel. Le personnel appuie la direction dans les décisions relatives au rendement académique des élèves et aide à harmoniser les pratiques pédagogiques utilisées dans les salles de classe.

D'autre part, chaque membre du personnel est conscient de l'importance de documenter soigneusement les apprentissages des élèves et d'ajuster régulièrement le tir puisque l'enseignement différencié est au cœur de tout.

Le personnel enseignant de L'Héritage favorise le travail par projets. Il est évident que l'enseignement explicite est privilégié. La situation de lecture qui a reçu la plus grande attention cette année est la lecture partagée.

Stratégies à haut rendement...

Cette année, le personnel enseignant a décidé de se pencher sur les quatre situations de lecture, les styles d'apprentissage et les intelligences émotionnelles pour améliorer le rendement des élèves en littératie. Chaque cycle bénéficie d'un leader qui participe aux rencontres des équipes de réussite de l'école.

Le personnel enseignant applique de façon explicite les stratégies préconisées dans les Guides d'enseignement efficace de la lecture et de l'écriture, de la maternelle à la 3e année, et dans le Guide d'enseignement efficace en matière de littératie, de la 4e à la 6e année.

Un des objectifs SMART cette année est l'harmonisation des pratiques et spécifiquement, la mise en œuvre d'un programme équilibré en littératie qui inclut : la conscience phonologique, la communication orale, la lecture à haute voix, la lecture partagée, la lecture guidée, la lecture autonome, l'étude de mots et de vocabulaire, l'écriture modelée, l'écriture partagée, l'écriture guidée et l'écriture autonome.

Les travaux des élèves sont affichés dans les corridors afin de célébrer leurs succès. L'apprentissage par projets est un exemple authentique qui motive et intéresse les élèves. L'une des stratégies qui a bénéficié de la plus grande attention cette année est la lecture partagée et le cercle de lecture. Dans chaque salle de classe, les stratégies de lecture sont affichées au mur pour que les élèves puissent les utiliser comme référentiels.

L'enseignement explicite par la modélisation a aussi contribué à l'amélioration du rendement des élèves. Le personnel se sert des CAP pour harmoniser ses pratiques d'enseignement. Il y a dans chacune des classes une trousse pour appuyer les enseignants avec le questionnement à pensée supérieure et, au cycle moyen, il y a aussi une trousse pour aider avec le questionnement des quatre différentes compétences. Il est évident que les grilles d'évaluation adaptées sont utilisées à tous les niveaux. Depuis la mise en œuvre de l'enseignement de la conscience phonologique, les élèves sont mieux équipés pour la lecture en 1^re^ année. Les parents sont très engagés et appuient beaucoup l'école.

Efforts couronnés de succès...

- La grande collaboration et le partage de pratiques réussies.
- La modélisation.
- Les cercles de lecture.
- L'accent sur la communication orale.
- Le travail par projets.
- Le travail de groupe.
- Les rencontres de CAP.
- La lecture partagée et l'intégration des TIC.

De 2006 à 2007, le rendement des élèves de 3^e année atteignant les niveaux 3 et 4 aux tests de l'OQRE s'est amélioré de 25 % en lecture, de 34 % en écriture et en mathématiques. Les résultats des élèves de 6^e année se sont améliorés de 11 % en lecture, de 28 % en écriture et de 13 % en mathématiques aux niveaux 3 et 4.

Ce que l'école aimerait apprendre des autres...

- Des outils de mesure qui permettent d'analyser le progrès des élèves de façon continue.
- Des stratégies non cœrcitives qui encouragent les élèves à parler français davantage.

Le réseautage au service de l'apprentissage...

Le portail cyberqu@rtier favorise des échanges de stratégies et de projets avec les autres écoles dans le conseil. Les enseignants font tous partie d'une CAP animée par le leader ce chaque cycle. Le leadership de l'école est partagé avec les membres de l'équipe de réussite.

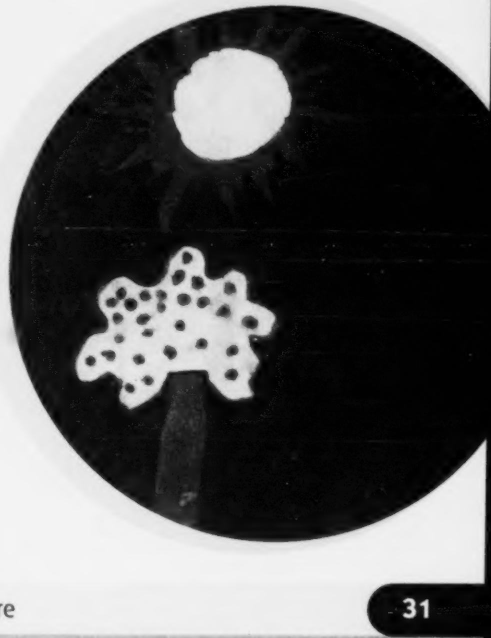
L'horaire de l'école favorise les rencontres CAP et le travail d'équipe par cycles. On se sert des CAP pour discuter, clarifier, partager des ressources, échanger des stratégies gagnantes, harmoniser les évaluations et établir des objectifs. Les attentes du programme-cadre et le progrès qui se fait pour améliorer le rendement des élèves font partie de toutes les discussions. L'apprentissage et l'enseignement s'améliorent de façon continue et toujours en fonction du rendement des élèves.

On fait beaucoup de progrès pour arriver au même langage en littératie et en numératie : utiliser des objectifs SMART, harmoniser les pratiques et engager les parents comme partenaires dans le processus d'enseignement et d'apprentissage.

> « Les parents sont très engagés ici à l'Héritage. » *Présidente du conseil d'école*

Dans la voie du succès...

- Un bloc de littératie ininterrompu.
- Un bloc de numératie ininterrompu.
- Un outil pour la cueillette de données (p.ex., tableau de pistage).
- Un outil d'évaluation commun pour la littératie.



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École publique Lionel-Gauthier

Conseil scolaire public du Nord-Est de l'Ontario

Timmins, Ontario

École publique Lionel-Gauthier
E.P.L.G

L'école...

L'école élémentaire publique Lionel-Gauthier accueille 230 élèves de la maternelle à la 6e année. Plusieurs élèves bénéficient d'un soutien d'actualisation linguistique en français (ALF) et un pourcentage élevé des élèves a des besoins particuliers. Un Centre de la petite enfance, à l'école, est disponible pour les enfants âgés de 2 à 4 ans. L'école offre également un service de garde avant et après les heures de classe et un programme d'aide aux devoirs.

L'école Lionel-Gauthier a été une des premières écoles de redressement. Cette expérience a déclenché le processus d'amélioration continue au niveau de l'école.

Approches et philosophie de l'école...

Un des éléments qui contribue à la réussite de l'école Lionel-Gauthier est l'engagement du personnel qui reconnaît une responsabilité collective par rapport à l'amélioration du rendement des élèves. On a adopté la philosophie « Ce sont **nos** élèves ». Un projet d'accueil a été mis en œuvre pour assurer un bon départ le matin et répondre aux besoins affectifs de certains élèves. Le Club Perfecto a été créé pour célébrer les succès de chacun des élèves au cours de l'année et ainsi valoriser leurs réussites. Des activités pendant la période du déjeuner encouragent les élèves à participer aux arts, aux sports, etc. Ils peuvent aussi acquérir des connaissances et développer des compétences et des attitudes positives dans différents domaines (p. ex., l'estime de soi, l'empathie, l'autonomie et comment contrer l'intimidation et la violence).

Stratégies à haut rendement...

Un élément de réussite provient également du climat de collaboration qui existe au niveau de l'école où chaque personne est encouragée à participer à la prise de décision.

Le leadership est partagé au niveau de l'école. La direction assume une grande part du leadership et encourage le personnel enseignant à réfléchir régulièrement sur ses pratiques d'enseignement. Une enseignante ou un enseignant est également libéré (0,6) afin d'appuyer le personnel dans les domaines de la littératie, de la numératie et de la pédagogie culturelle.

L'école porte une attention particulière et continue aux données sur le rendement des élèves. Des tâches d'évaluation en lecture, en écriture et en mathématiques sont données deux ou trois fois par année aux élèves de la 1re à la 6e année et sont ensuite notées collectivement par le personnel enseignant. Chaque enseignante ou enseignant prépare ensuite un plan d'action qui identifie les stratégies et les interventions prévues pour répondre aux besoins identifiés (objectifs SMART). La direction assure un suivi régulier de ce plan d'action.

L'établissement d'un horaire équilibré permet de maximiser le temps d'enseignement et de minimiser les pertes de temps. Un bloc de temps ininterrompu en littératie et en numératie se vit dans les salles de classe. Une salle de livres et de matériel de manipulation pour les mathématiques est disponible pour le personnel. On retrouve également dans les salles de classe des centres d'apprentissage, des coins de lecture, etc.

On retrouve certaines pratiques harmonisées (par ex., l'étude de la phrase en utilisant un code de couleurs – maternelle à 6e année, cahier de réussite – 5e/6e, travail par projets, évaluation avec la trousse GB+). En mathématiques, la résolution de problèmes est une approche privilégiée.

On encourage la communication par l'exploration et l'échange mathématiques. La conscience phonologique est une grande partie du programme au cycle préparatoire qui vise l'acquisition des concepts de base en littératie. L'utilisation régulière de la technologie fait partie du processus continu d'apprentissage. Les outils technologiques tels que Kurzwell, Word Q et systèmes MF sont disponibles pour appuyer les élèves ayant des besoins particuliers.

Le personnel apprécie l'appui du conseil (implication et suivis de la surintendance, services pédagogiques, services à l'élève); il participe à des ateliers de formation et reçoit un appui ou un accompagnement individuel de la part du leader au sein de l'école selon les besoins identifiés.

Les parents apprécient grandement la communication étroite entre la maison et l'école. Un calendrier mensuel et une fiche de devoirs hebdomadaires sont remis aux parents.

Efforts couronnés de succès…

- Les activités du projet de la littératie chez les garçons au jardin d'enfants.
- L'étude de la phrase un utilisant un code de couleurs.
- La démarche pour l'établissement des plans d'action au niveau des salles de classe.
- La centralisation des ressources en littératie et numératie (livres, matériel de manipulation).
- La mise en place de l'horaire équilibré.
- Les rencontres par cycles.

De 2005 à 2007, le rendement des élèves de 3e année atteignant les niveaux 3 et 4 aux tests de l'OQRE s'est amélioré de 16 % en lecture, de 1 % en écriture et de 65 % en mathématiques. Les résultats des élèves de 6e année se sont améliorés de 11 % en lecture, de 36 % en écriture et de 35 % en mathématiques aux niveaux 3 et 4.

Ce que l'école aimerait apprendre des autres…

- Un système informatisé sur les données des élèves.
- Comment encourager davantage l'enseignement différencié.
- Des pistes pour encourager davantage la participation active des parents.

Le réseautage au service de l'apprentissage…

Le personnel enseignant est encouragé à participer à des ateliers de perfectionnement professionnel et de réseautage.

Au niveau du conseil, on regroupe régulièrement les enseignants de 6e année afin de leur fournir de la formation et de l'accompagnement.

En plus des activités de réseautage au sein de l'école, plusieurs projets sont entrepris en collaboration avec le centre culturel.

> « À EPLG on vit la devise du conseil "L'enfant au cœur de nos décisions!". » *Enseignante*

Dans la voie du succès…

- Continuer la mise en œuvre du bloc de littératie ininterrompu.
- Continuer l'envoi des fiches de devoirs hebdomadaires qui permettent une communication constante avec la maison.
- Partager les pratiques réussies lors des rencontres cycliques.
- Poursuivre l'administration des tâches d'évaluation au sein du conseil, la notation et l'élaboration des plans d'action.
- Consolider l'étude de la phrase en utilisant le code de couleurs dès la maternelle.
- Élaborer des objectifs SMART – équipe-école.

E.P.L.G.
La meilleure école au monde!

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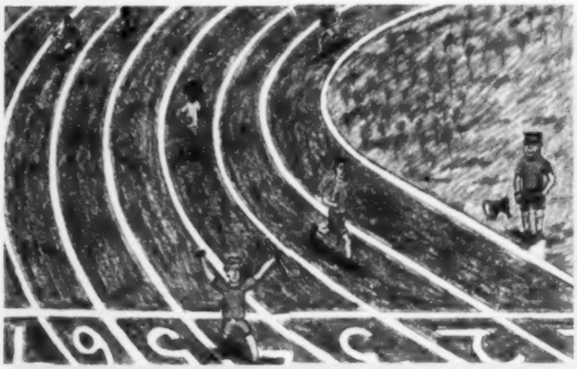
Father Joseph Venini Catholic School

Durham Catholic District School Board

Oshawa, Ontario



About the school ...

Father Joseph Venini Catholic School is located in a middle-class neighbourhood in north Oshawa. The school has approximately 400 students in a Kindergarten to Grade 8 program, some with special needs and others requiring ESL support. Children are a diverse mix of Canadian-born, immigrant, and international visa students. Values inherent in Catholic education and the parish community are integrated into all curriculum areas. The parent community, highly supportive, appreciates the respect and dignity shown to all learners. The school values the board's well-articulated vision, professional learning supports and provision of resources to effect changes in practice.

Approach and philosophy ...

Open to change. Believing that all children can learn, members of the staff view their role as critical to student success and recognize that a level of discomfort may be part of the change process that leads to growth. Teachers try strategies, share student work and engage in peer learning. They ask critical questions of themselves and their students to guide reflection and action. Risk taking is encouraged and supported.

Catholic learning community/shared leadership. Several key changes in practice have contributed to improvements in student achievement: the development of a Catholic learning community to examine the school's mission, vision and beliefs about student learning; shared leadership where every teacher is an instructional leader; and the collective actions and support of teaching and support staff, students, parents and administration for continuous learning.

Ongoing professional learning. Planned professional reading and ongoing professional dialogue are beginning to lead to a more consolidated and aligned approach to instruction. Primary staff works together to provide common learning experiences for students, building common language in literacy and using anchors and comprehension strategies in whole-class and small-group instruction.

High-yield strategies ...

Two catalysts for changing practice, a deeper understanding of the curriculum expectations and an analysis of individual student assessment data, led to implementation of these high-yield strategies:

Guided reading. Staff saw that guided reading was a powerful strategy. To bolster consistency, the teacher librarian co-plans, co-teaches and models guided reading and literature circles across grades. Guided reading now occurs daily as part of an uninterrupted literacy block. One of the benefits accrued from the balanced literacy approach is a common language understood by both students and teachers.

Gradual release of responsibility. Implementing the gradual release of responsibility model has helped staff members become more focused and explicit in their teaching. They have increased the amount of time spent with students in small groups, guiding and sharing learning prior to students applying new skills independently. They work in four to six week cycles, beginning with extensive modelling and gradually scaffolding student learning toward greater independence.

Assessment. When teachers began unpacking provincial assessment results and understanding the types of questions students were being asked along with students' strengths and needs, their thinking began to change. This analytic approach was the impetus for teachers to work collaboratively, first in reading, then in mathematics and more recently in writing. Assessments are instrumental in determining where students are. Teachers use data to establish smart goals for action. Staff members engage in discussion regarding their PM benchmarks, CASI results and First Steps in Mathematics to inform their instruction.

Success after struggle ...

Mathematics. Teachers want to identify the big ideas in the curriculum, assess students in terms of their understanding and differentiate instruction so all students become successful math thinkers. By introducing diagnostic assessments prior to instruction, teachers could identify student understanding of specific concepts. The struggle was to select instructional strategies and practices to move each student forward. Staff members found they needed to engage in professional talk with peers and the board-designated resource person, as well as using manipulatives in every lesson. They have become much more specific in their vocabulary, and math word walls are now referred to frequently by teachers and students. Students now demonstrate their understanding in multiple ways and teachers in primary grades rarely teach a lesson without the use of manipulatives.

Writing. Student achievement results in writing have led staff to create a writing program across disciplines, in particular, integrating writing skill development in science and social studies. Teachers are building their understanding of the traits of good writing and how they apply to cross-curricular writing and skill development.

The school's recent EQAO Grade 3 mathematics results indicate 92 per cent of students at or above provincial standard, a remarkable improvement over its 31 per cent in 2004–05. Grade 3 reading scores more than doubled since 2004–05, and now stand at 79 per cent at or above the standard. Grade 3 writing scores have also made a notable improvement, moving from 47 per cent in 2004–05 to 74 per cent in 2006–07. While Grade 6 results in all areas still fall below provincial standards, all show improvements since 2004–05.

What we would like to learn with and from others ...

- how to structure common planning time
- access to new technologies and use of assistive technology in literacy and numeracy learning
- how to meet the identified needs of male students in literacy
- extending practice and acquiring understandings to further differentiate instruction with specific math concepts

What we are working on ...

- ensuring consistency of practices across the grades in reading, writing and mathematics
- deepening understandings of student assessment data and using it to benefit student learning
- developing strategies to address gender differences in writing and reading
- teaching the traits of writing and solidifying a common language across grades

Networking for learning ...

In addition to district, family-of-schools and school division meetings that focus on "going deeper" in professional learning and instruction, staff collaborates through:

- the School Achievement Team, with cross-school and program representation
- multiple partnerships with the local community (e.g., weather webcasting with 680 News)
- classroom visits to observe teacher modelling
- cross-school visitations to model and share learning

> "As a school council, we felt comfortable asking for a parent workshop in mathematics." *Parent*

Moving into the future ...

- incorporating classroom discussion with common language (rubrics) to empower students to problem solve and improve communication skills
- teach students to use self-reflection strategies to assess and improve their own work, using common language in reading and writing
- administering CASI junior reading assessment in each class once per term
- implementing the use of school-based moderated marking in all classes
- refining character education and reading strategy initiatives with the school and community

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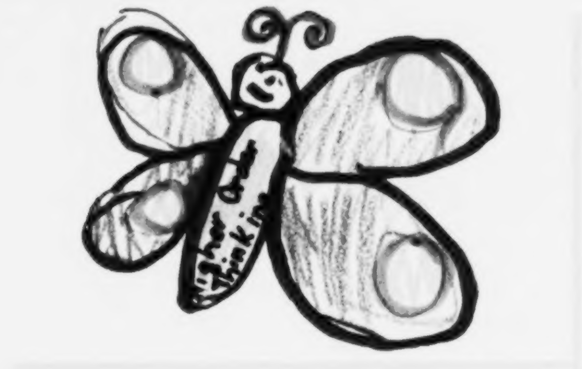

About the school ...

Georges P. Vanier is a Junior Kindergarten to Grade 8 Catholic school for 265 children from varied economic backgrounds. Students thrive in an environment that stresses acceptance, commitment to faith and high academic standards. This school community is heavily invested in partnerships between home, church, community and school. Parents value opportunities for involvement with sports, classroom volunteering and special events, such as barbecues and reading parties. They appreciate the mutual respect between teacher, student and family, and the strong commitment of staff to forge links between home and school.

Approach and philosophy ...

Balanced instruction. Five years of provincial assessment data had indicated a decline in student achievement. Teachers responded by adopting a consistent approach and using common language for instruction and assessment. With guidance from the principal, the literacy teacher and district staff, teachers formulated a plan to ensure consistent strategies across classrooms. Their changing practice began to reflect their belief that all students can learn, given time and support. Lessons reflected high expectations and targeted key strategies to move students forward.

Growing professionally. Creative scheduling allows teachers to participate in professional learning communities where they have opportunities to learn new strategies and reflect on them before they are put into practice. With a focus on literacy, teachers drew on professional learning, created literacy blocks and selected quality resources. Integral to their growth has been the work of the district literacy and numeracy teacher, who modelled best practices and collaborated with staff to develop curriculum maps and unit plans. Board-sponsored professional development, directed to divisions, has promoted consistent teaching practices.

Evolution of the PLC. The PLC started as professional development around balanced literacy instruction using shared reading, guided reading and independent work stations. The PLC has evolved into a forum for sharing all instructional practice and discussing students' work and individual needs. PLCs have an agenda, identify required resources and keep minutes to provide direction for the next meeting. The principal acts as instructional leader, but teachers have ownership of sessions.

High-yield strategies ...

Acknowledging the diversity of their student population and the downward trend in provincial results, staff committed to becoming reflective practitioners and adopting greater consistency in their teaching and assessment practices. Examples of changes in their instructional approach are:

Differentiated instruction. Independent workstations illustrate the use of differentiation; writing tasks allow for more choice, and greater description and expression of voice. Teachers employ small-group instruction and guided writing in mixed-ability groups. With a purposeful focus on different learning styles, teachers offer variety in topic material and choice in culminating activities.

Use of assessment to organize reading groups. Primary and junior students are assessed through DRA, running records and other diagnostic tests that are analyzed to provide the basis for instruction. Primary teachers meet weekly to group students according to individual needs; groups requiring extra assisstance are seen every day and group movement is fluid. The program resource teacher sees all children and assists with learning issues, and partners with classroom teachers to provide daily small-group instruction and supports to students with special education needs.

Focus on writing. With writing as the school improvement focus, teachers in all three divisions use curriculum mapping and common writing forms as the basis for teacher moderation. Through the moderation process, teachers discuss what student work should look like, what forms of writing are being used and what links exist to reading. Common assessments – rubrics, checklists and notes – result in greater consistency from grade to grade. Focused instruction in both reading and writing has improved student work.

Success after struggle ...

Consistency across the grades. Moving toward a school-wide approach required getting staff together for discussion, sharing materials and providing mutual support. Concern about how to approach inconsistencies in knowledge and experience around balanced literacy created some initial resistance. However, teachers agreed to start with shared reading, supported by professional development, resources and each other. The district literacy teacher provided guidance while the principal was creative in providing time for teams to work together. The delivery model for individual educational support moved to inclusion, with resource teachers receiving board support to network and share ideas. After a rocky first year, practice shifted to a consistent and focused collaborative approach. Teachers value the time to work together.

100-minute literacy blocks. To change the school timetable to provide literacy learning blocks, staff had to relinquish ownership of schedules and personal preferences. District literacy support staff had to change their schedules as well to be in school during literacy blocks. Times for mass, good news assemblies and other school events changed to ensure no interruptions. Now that teachers recognize how moving to literacy blocks has improved instruction and learning, the time is well protected.

Since the 2004–05 provincial assessments, results in all six areas have increased by at least 10 percentage points. On the 2006–07 assessments, Grade 3 mathematics increased by more than 40 percentage points to 89 per cent of students attaining Levels 3 or 4, while Grade 6 mathematics has increased by 24 percentage points to 79 per cent of students attaining the provincial standard.

What we would like to learn with and from others ...

- balanced literacy in junior and intermediate divisions
- differentiated instruction
- gradual release of responsibility – knowing the prompts, cues and look-fors
- divisional planning – student assessment and observation

Networking for learning ...

In addition to the teacher collaboration around instruction and assessment, school staff is involved in a number of networks and partnerships, including:

- Council of Directors of Education (CODE) initiative – Grade 1 and program resource teachers share knowledge of differentiated instruction with nine schools, using a team approach
- piloting a cross-grade reading program (small-group instruction for students at the same reading level) and sharing with other schools
- partnership with two other schools with OECTA funding – intermediate teachers working together on curriculum mapping with release time for training in First Steps Writing
- visits from new teachers to Grade 1 teacher for demonstration classroom and planning support
- sharing resources across schools through board literacy contact as well as resource teachers sharing materials and meeting together

Moving into the future ...

- collect samples of student work and through moderated marking develop consistent assessment and evaluation practices that align with the curriculum achievement charts
- collect and analyze a variety of assessment data in order to drive focused instruction to meet the needs of all students
- increase use of computer technology to enhance student engagement and improve literacy and numeracy achievement
- fully implement our Writing Curriculum Mapping in the primary, junior and intermediate divisions to promote deeper learning, consistency and alignment

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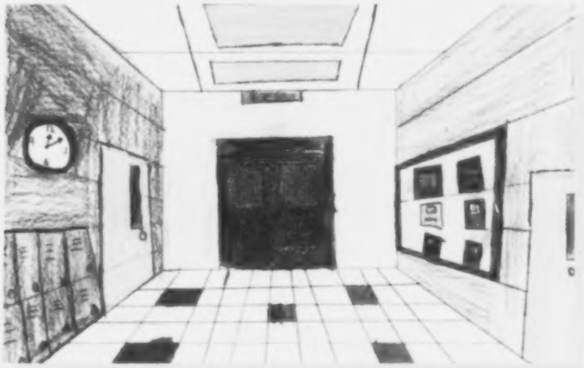

About the school ...

Guardian Angels is a Kindergarten to Grade 6 school in the growing urban community of Stittsville. The school has approximately 780 students and offers extended and French immersion programs. The board's theme *Who Is My Neighbour?* permeates the day-to-day interaction of staff, students and parents. This approach underlies all events and social justice projects and is echoed in the school's relationship with the community. Strong communication and support exist among home, school and parish. Parents value the positive, open atmosphere they find within the school. Staff members believe it is important to recognize student achievement, participation and excellence. To this end, they hold regular student assemblies and have developed the "Earn Your Wings" recognition program.

Approach and philosophy ...

Collaborative learning. Grade-team professional learning communities plan together with a focus on big ideas in programming. Members of the staff support one another in their successes and challenges, always with the learning goals of students in mind. The administration provides formal time for teachers to look at student work, plan their program and create common assessments. Weekly "Buddy Days" (combining primary and junior classes) free primary and junior teachers to meet with each other; such arrangements support both teachers and students. Parents see the benefits for students, both academically and socially. Teachers value the respect given to their time and find that in-school professional learning is crucial for problem solving.

Consistency in instruction and assessment practice. With agreement and ownership of the school-wide improvement plan, staff has developed a common language to support deeper learning. Teachers' ongoing analysis of learning is leading to greater differentiation of instruction to meet learners' needs. As part of a reflective process, staff members and students walk the school, viewing interactive displays that serve as learning resources and demonstrate the coherence of the curriculum across school divisions.

Alignment between board and school. The school credits its progressive board with providing the framework and resources that help them continue to move forward in their learning journey.

High-yield strategies ...

Blocks of learning time for language and mathematics allow students to apply and consolidate new concepts. In these blocks of time and within an environment that encourages risk taking, the following are some of the school's high-yield strategies:

Assessment for learning. Children are involved in their own assessment. Portfolio assessment and student-led conferences are key components as students develop their next steps for learning. Using the achievement categories, junior students work to develop rubrics that guide their non-fiction writing tasks.

Higher-order thinking. Teaching mathematics through problem solving and interactive sharing of student-generated solutions develops students' conceptual strategies in math. Teachers encourage students to articulate their thinking through Bansho and Math Congress.

Flexible grouping. Data from a variety of sources is used to group students. Guided reading, shared reading, problem solving and literature circles are all strategies that use flexible grouping, allowing for different perspectives, ideas, interests and abilities.

Success after struggle ...

Gradual release of responsibility. Teachers wanted to increase their skill in implementing gradual release of responsibility strategies and providing differentiated instruction according to student needs. Understanding the complexity of this challenge, they worked on many fronts, including: supporting each other with co-teaching and modelling; planning scaffolded lessons together as teams, assessing student work to determine next steps and inviting district consultants to work with them.

Consistent assessments. Teachers in all divisions wanted to ensure that assessments were consistent over time. With so many teachers at each grade level, there was inevitably a great deal of discussion about developmental continua and levels of performance. Focused conversation about assessment, together with the use of anchor/exemplars, enabled staff to come to some basic agreements. Now staff consistently build moderation activities into their PLCs.

Focusing PLCs on student needs. Teachers wanted to link their PLCs more strategically to the needs of the students in the classroom. Using a self-reflection tool, they now generate topics to focus on in their meetings. Grade-level PLCs determine what teachers are going to investigate, what they are going to try in their classrooms before the next meeting and what they will be bringing back to share.

Ongoing professional learning. Teachers have developed comfort with a moderate level of productive conflict. They bring a problem-solving, give-and-take approach to their ongoing learning discussions.

Performance on provincial assessments has improved in all areas tested over the past three years. Whereas results in none of the assessment areas met the provincial standard in 2004–05, scores are now at or above the provincial standard in five areas: Grade 3 writing and mathematics, and Grade 6 reading, writing and mathematics. Results in Grade 3 reading are just below the provincial standard (74 per cent).

What we would like to learn with and from others ...

- more about using larger blocks of learning time to differentiate instruction for struggling students
- what the process of teacher moderation looks like in other schools
- explicit teaching strategies to accelerate learning for high-needs students

Networking for learning ...

- inquiry project on mathematical communication for problem solving (working with LNS and four other schools in the board)
- partnership with inner city school (donations, learning resources and joint activities, including pen pal letters)
- multiple partnerships within our own community reflecting the "me to we" philosophy (social justice concepts are developed as part of the sharing and giving)
- Grade 6 students supporting a community in Africa so that more children there can attend school

> "All of these kids are having fun – they're all learning but they're all having fun." *Parent*

Moving into the future ...

- continue to provide time for professional learning communities during the school day
- use data to provide a baseline for our SMART goals, to guide instruction and to assess student learning needs
- focus on problem-solving strategies and communication in mathematics (e.g., Bansho, Gallery Walk, Math Congress)
- teachers to work in their study groups to:
  - – assess student writing
  - – plan and deliver next steps for instruction
  - – set goals for class and school improvement

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About the school ...

Highview is a Kindergarten to Grade 5 school in the Downsview community of north Toronto. The school's 200 students come from around the world, speaking among them 18 different languages, including Dari, Tagalog, Spanish and Oromo. The school supports a large number of students with special needs. Many of the parents, professionals in their homeland, now work in non-professional jobs. They value education and have a positive attitude about their children's learning. The student population changes as families relocate from this predominately high-rise residential area.

Approach and philosophy ...

Mutual respect in all relationships. Members of staff emphasize a positive approach to learning and have created a warm, inclusive, child-centred learning environment. Building positive relationships with each other and with the school community is a hallmark of staff. The principal and staff believe that inclusive instruction supports and enhances the learning of every child.

Shared and distributed leadership. Teachers continue to grow professionally in their use of data to target student needs and their understanding of instructional strategies to improve student reading, writing and math skills. They are developing leadership skills to support literacy and numeracy programs in novel ways. For instance, teacher analysis of data led to the initiation of book clubs for boys who had been previously identified as reluctant readers. Under staff leadership, a range of extra-curricular programs support student learning in language and social skills development.

Empowering and engaging parents. Staff members value parental involvement and engage students and parents in "transitioning" for learning and in making connections between programs offered in and across classrooms and other schools. Teachers reflect the diversity of the school community and help to build an inclusive environment where all parents are welcomed.

High-yield strategies ...

As part of the board's Early Years Literacy Project, staff collaboratively developed a whole-school approach to a balanced literacy progran, including setting up a well-resourced book room. In the context of learning blocks for literacy and numeracy, they have put in place the following high-yield strategies:

Accountability. Students are held accountable for their learning and they are engaged and on task. The book bag program implemented during the years of the Early Years Literacy Project is in place. Children take books home and are expected to read daily to their parents. They read fiction and non-fiction in subjects. Common divisional testing is done to help teachers assess student literacy.

Higher-order thinking. Staff members are beginning to focus on higher-order and critical thinking. For example, instead of a focus on recounts, the focus is now on inferring and making connections. The principal reads a daily quote on the announcements related to the monthly character education trait and the students use it as a writing prompt in their journals.

Instructional relevancy. Staff members believe that student engagement is related to integrated, hands-on learning. Children are given authentic tasks; for example, to promote letter writing, a post office was set up within the school, with set pick-up and delivery times. Horizontal graphs gave information on the amounts of mail delivered daily. Writing is also hands-on; children may bring ingredients and make a recipe as an introduction to procedural writing. Teachers integrate learning across the curriculum throughout the school.

Success after struggle ...

Culture for learning. Teachers wanted to take joint responsibility for student learning. They worked together to combine the critical factors – setting the tone; developing mutual respect for each other, parents and children; reaching common agreements on acceptable behaviour; and putting into action the idea that all of the children belong to all of the staff. They developed a schedule with large blocks of time for teaching and for student time on task. Staff brought in volunteers to run a homework club for 35 students twice a week. The Roots of Empathy program was put in place, and teachers ran a leadership group with role models for students who were not getting along. As a result, teachers have noted that students are no longer in the office, but are in their classrooms learning.

Parental engagement and involvement. Teachers have created a safe, caring learning environment that is valued by parents. They are engaging parents in classrooms and using parents' strengths to create a more inclusive school community. Parents are invited in and participate more as a result. Their contributions are valued by staff and an ever-widening circle of sharing has been created – from food to dress to songs to customs. Communication between school and home is strong and is both formal and informal. Because of the school-wide consistent approach, parents see a safe, stable environment for their children and regard the school as their second family. The reciprocal partnership helps children learn.

With assessment in Grade 3 only, provincial results in all three areas of assessment have shown remarkable improvement in the two years since the 2004–05 assessment. Writing scores have more than doubled, moving from 33 to 77 per cent of students attaining Levels 3 or 4 in the 2006–07 testing; reading has moved from 17 to 62 per cent and mathematics from 23 to 69 per cent of students reaching the provincial standard in this two-year period.

What we would like to learn with and from others ...

- how other schools attain high student achievement
- more about integrating technology across the curriculum
- focus on appropriate assessment to find what children need
- how to integrate arts into the curriculum

Networking for learning ...

In addition to regular meetings (for Highview staff, family of schools, Kindergarten and reading recovery meetings), staff learn, partner and network through:

- family-of-schools learning hub. The principal attends hub meetings, with teachers attending with him at times. Meetings focus on literacy and numeracy and become the impetus for professional conversations at school. Teachers attend hub meetings in pairs, then plan in grade-level teams when they return to school.
- mentorship for new teachers. The mentor and mentee participate in professional conversations, attend workshops together and plan together.
- The Learning Partnership. The school partners with the Learning Partnership and has an evening orientation for entering JK students with pizza and a bag of books and materials to go home. Parents are shown how to use the materials with their children during that evening.
- A local foundation and neighbouring mall support and fund daily nutritious snacks for students.

Moving into the future ...

- build on positive school culture through focused instruction, modelling and reflection on key character attributes and develop further links with character education, anti-bullying and school-wide discipline programs
- strengthen our professional learning communities by focusing on one transformational strategy for numeracy
- develop and increase our knowledge and use of technology, including interactive white boards
- identify a timeframe for data collection and develop a consistent format for sharing, analyzing and using data

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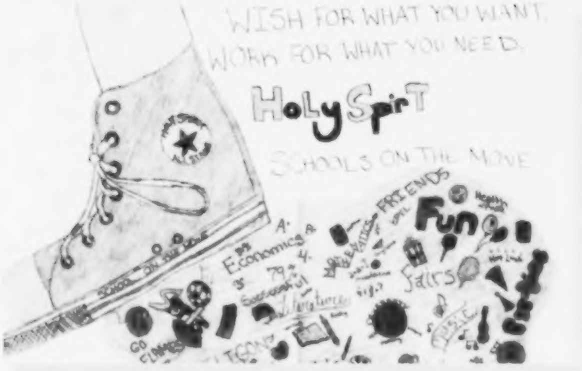

About the school ...

Holy Spirit is a Junior Kindergarten to Grade 8 school of about 320 students located in the growing town of Aurora. What stands out about Holy Spirit is the willingness of all to promote positive relationships and provide a learning environment that fosters respect for all. Holy Spirit is a community that both embraces challenges and celebrates successes. Parents say, "We appreciate what we have here and are not afraid of change, if change is good." By working together, parents and teachers are building a school community that is making a difference for students.

Approach and philosophy ...

Building and valuing the partnership with parents. Mutual respect is evident as staff work co-operatively with parents and engage their input to ensure that students receive a positive learning experience. Parents describe the school's approach as "an open door," with staff being open to face-to-face meetings, telephone calls and notes in student agendas. This inclusive model helps all the stakeholders build insight into what each child needs to achieve success. In the spirit of partnership, the school council facilitates open dialogue and promotes a positive climate that is receptive to change.

Teaching the whole child. Staff members strive to provide an education that meets the spiritual, intellectual and emotional needs of each child; they encourage quality learning and believe that failure to meet the needs of each child is not an option. Understanding that each student has an individual pattern and pace of development, teachers differentiate instruction to ensure that personal needs are the basis of program planning. Student creativity flourishes in an environment that encourages expression through drama, music, art and technology, both within the regular program and extra-curricular activities.

Working as a team to meet the needs of students. On a day-to-day basis, staff members appreciate one another's gifts and provide opportunities for each person's talents to shine. They use non-judgmental, frank communication to benefit student learning. In meetings, whether grade level, divisional, full staff, family of schools, or board level, their discussion focuses on student work and learning. Opportunities for team teaching, modelling of effective strategies and using data to plan for student growth are all crucial to the school's ability to foster success.

High-yield strategies ...

Building oral language skills. Teachers in every division recognize that students learn with and from each other and encourage peer-to-peer discussions across classrooms. They understand that students need to be able to "say it" before they can "write it." Different types of talk are encouraged in different types of settings and a variety of instructional strategies (literature circles, think-pair-share and graffiti walls) are used to get students working and thinking together.

Giving students ownership of their learning. Responding to each student's interests, needs and learning styles begins with assessment; then class profiles allow teachers to communicate with each other and track student learning. Students take ownership of their own learning by demonstrating their understanding through a variety of performance tasks. They also support each other's learning through group work, projects and sharing their research findings. Older students support younger students by being literacy buddies.

Activating prior knowledge. Teachers work together to define both the scope and sequence of concepts to be introduced to students as well as the underlying foundations needed for learning. Teachers critique their lessons to ensure that opportunities are provided for students to explore what they know prior to engaging with new concepts. They use interactive whiteboards and computer programs with exciting platforms to engage students in learning. For all grades, picture books are a way to build comfort as every learner can get information from pictures and being read to. Prior knowledge is also activated by building a common academic language across subjects as students move from one grade to the next.

Success after struggle ...

Writing. The principal met with board support staff to disaggregate student performance data in reading, writing and mathematics and then met the school's teacher leaders to identify an area for improvement. Student writing was identified for special attention. The teachers invited a board consultant to come into their classrooms to model new techniques and worked on providing students with more consistency in strategies and approaches. They reached out to parents with the message, "Don't be afraid to help your children. There is more than one way to answer a question." In addition, teachers worked directly with volunteers to provide training to support student literacy development and selected students for an after-school tutoring program.

Technology. When staff embraced "Education for All," they realized they needed to become competent users of technology. Their first step was a willingness to make themselves vulnerable by acknowledging their need for growth. They now acknowledge the youngest teacher in the school as their mentor in this area. They started building their personal knowledge base by inviting a consultant in when they needed to learn a new program. Grade partners met frequently to tackle issues, decide what to do next and plan together. They changed the organization of their computer resources to create a lab, where they could better support students and each other. School council was also supportive in providing computers for the lab and classrooms.

The school has improved by at least 15 percentage points in all six areas of the provincial assessment since 2004–05. Forty-seven per cent of students were at or above the provincial standard in Grade 3 writing in 2004–05; in the most recent assessment, 87 per cent of students had met the standard. Grade 6 mathematics scores improved, going from 53 per cent of students at or above the provincial standard in 2004–05 to 74 per cent in the most recent assessment. Four of the school's six assessment areas are currently at or above the provincial standard; the other two areas stand one percentage point away from the provincial standard.

What we would like to learn with and from others ...

- writing and reading tasks and resources that capture the interest of boys in the junior division
- resources and approaches to involve all parents in their children's learning
- further discussion about how to use technology to benefit student learning
- models used in other schools that support teacher professional learning

Networking for learning ...

Some of the networking strategies at Holy Spirit are:

- divisional program visits – teachers can visit exemplary classrooms to observe a master teacher and discuss specific topics
- use of model classrooms for professional development on specific topics identified by provincial mandates and local initiatives
- participation in board-level initiatives for professional learning in literacy and numeracy

> "It's a yes school when it comes to new things." ***Parent***

Moving into the future ...

- continue to use EQAO, DRA, CASI and other data to inform practice, promote dialogue and create new initiatives to improve student achievement.
- continue to develop teacher confidence in the delivery of technology (Promethean board, Kurzweil, use of computer lab) to enhance instructional practices across the curriculum
- continue to develop a Christ-centred community guided by the spirit, to promote knowledge, peace, and excellence in each child
- network with other Schools on the Move to discuss ways of promoting effective inter-school relationships and sharing of professional practices

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Humberwood Downs Junior Middle Academy

Toronto District School Board

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About the school ...

Humberwood Downs is a Junior Kindergarten to Grade 8 school in northwest Toronto with an enrolment of approximately 1,100 students. The student body is highly diverse in racial and linguistic background. This diversity is honoured and respected and the quest for excellence and equity is shared and celebrated by students, teachers and parents. The school is housed in a unique building that includes a Catholic elementary school, a public library, a child care centre, a Parks and Recreation Centre and an arboretum. Parents credit staff for setting high standards, taking ownership for every child's success, focusing on both academic and character development, and being passionate about their work.

Approach and philosophy . . .

Collaboration and alignment. Teachers are consistent in their expectations, and ready to share and implement effective strategies and ideas. Teaching is explicit, focused and intentional, with differentiated instruction pervasive. Teachers regularly visit each other's classrooms. As students move to new classrooms, information and data about the child's learning and well-being is shared, and teachers hold themselves accountable for the quality and usefulness of that information.

Trust and transparency. Respect and trust are evident among staff, parents and members of the community. On issues within school control, the principal shares the relevant information widely so that decisions can be made jointly to benefit students. Teachers in grade and divisional groups are trusted as professionals to determine next steps, plan instruction, innovate, collaborate, solve problems, question and use budgets effectively. Across the school, adults model the structures and parameters of what they expect from students.

Shared beliefs and understandings. Teachers believe that all children can learn; that family cultures should be affirmed and accommodated; that parents and caregivers have set values with meaning for them; that partnerships are forged with mutual respect and trust; and that early learning is a combination of developmentally appropriate and differentiated instruction, resources, assessment strategies and reflective, caring teachers.

High-yield strategies . . .

While the work of staff involves many decisions and actions that contribute to the overall goals, key high-yield strategies have been identified:

Engagement and equity of outcomes. Students work collaboratively in a safe, supportive environment, their work is shared and reviewed by their peers, with constructive suggestions solicited, accepted and respected. Evidence of student work in classrooms and throughout the school makes learning and progress transparent. Students' thinking is constantly challenged and their intellectual development is highly valued by teachers and peers. Teachers encourage and expect responsible talk and activity. Concrete manipulatives, anchor charts and exemplars are available and teacher- modelled responses and instructional rubrics are visible. Everything is transparent; there are no surprises for students about teacher expectations, no surprises for teachers about principal and peer expectations.

Strong home-school connection. Teachers see parents as partners, as another set of teachers for the child, and share strategies to help parents support their children's learning at home (e.g., curriculum-focused newsletters, after-school mathematics programs, JK Readiness Nights, EQAO information events, teacher-sponsored sessions for parents).

Teachers in turn learn from the insights parents offer about their children. Communication between home and school, formal, organized and spontaneous, is continuous.

Bansho. Teachers and students are learning about and implementing the Bansho instructional strategy in mathematics. Whole-school professional development is enhancing teacher practice; students are clearly motivated by the small-group, collaborative problem solving.

Distributed leadership. Math and literacy committees work collaboratively to create the math and literacy plans for the school. A subcommittee then assumes the lead in planning cross-school implementation of initiatives. Working with the subcommittee, divisional chairs take the plans, professional learning and discussion to all teachers for action. Sharing and learning among teachers occurs formally and informally as they teach, practise, reflect on and monitor implementation. This model of distributed leadership ensures consistency and continuity for teachers and students, focuses and directs professional learning and action, and sustains the school's professional environment.

Success after struggle . . .

Developing a school culture that is rooted in student learning and achievement posed a number of challenges. By adopting a "start small and think big" strategy, staff members were able to overcome a concern that new strategies were just trends that would pass. Awareness of the implementation dip and an understanding of the time and "messiness" that are part of the process helped teachers through difficult times. The school attributes its continuous improvement to many factors: intentional planning and action, collaboration, asking key questions to provoke thinking, matching staff strengths and student needs, saying no to many good initiatives in order to do a few exceptionally well, and building sustainability through distributed leadership and mutual accountability. Above all they credit the contagious support, enthusiasm and trust of colleagues for allowing them to achieve together so much more than would be possible alone.

The school has demonstrated major improvement since the 2004–05 provincial assessment. At that time, scores in five of the six assessment areas indicated only 50 to 55 per cent of students met the provincial standard, and in the sixth area, only 40 per cent of students met the standard. Now four of the six assessment areas (Grade 3 reading, writing and mathematics and Grade 6 mathematics) are at or above the provincial standard, with the other areas hovering close to the standard mark.

What we would like to learn with and from others . . .

- refining and deconstructing CASI and DRA data and taking that learning across divisions as well as grades
- sustaining the school culture through changes in staff and circumstances
- working together to develop a continuum of learning
- continuing to go deeper with professional practice

Networking for learning . . .

Structures within the school, family of schools, district and beyond increase professional dialogue and sharing among administrators and teachers. At the school, there is a built-in structure for reflecting on what is learned and integrating new understandings into practice.

> "The principal encourages voice in students, parents, and staff. This is a vibrant place." *Supervisory Officer*

Moving into the future . . .

- improve student achievement in writing through a school-wide focus piloting First Steps Writing Program
- develop a school-wide common understanding of assessment, common tools and practices
- continue math focus on multi-step problem solving using Bansho and other strategies

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McNab Public School

Renfrew County District School Board

Arnprior, Ontario

McNab Public School
We do our best!

About the school ...

McNab Public School, located near the town of Arnprior, serves approximately 320 students from a large rural catchment area. Most of the students attending this Kindergarten to Grade 8 school live in single-family homes with both parents. The school has built strong patterns of parental involvement that have led to lasting relationships between parents and the school. Believing all children can learn once they begin to experience success, staff look for opportunities to motivate students to succeed. They support learning at home by engaging parents in school programs and in children's learning.

Approach and philosophy ...

Culture of high expectations. The school's approach includes teacher collaboration, focused interventions and programming, and parental participation in student learning. Together, teachers create a culture of high expectations for all students. They analyze data, set targets for learning and make decisions about instructional strategies based on individual needs. The goal is to reduce gaps in achievement while building on student strengths. The principal acts as a coach, promoting shared leadership, prompting discussion and stretching colleagues to bring about student success for all.

Focused interventions. When a group of students is not meeting their learning goals because of absenteeism, disengagement or negative behaviour, staff move quickly to implement the "McNab Student Success Program". With the support of all staff, the program strategically focuses on boys' literacy learning through instructional strategies for engagement, including interactive group learning, critical thinking, rigorous inquiry and problem solving.

Involving parents. Staff and parents work together through the school's Focus Learning Involved Parents (FLIP) Program, establishing and communicating learning goals for students, building on parenting strengths and helping families improve parenting skills. Staff believe that parents are the child's first and most influential teachers.

High-yield strategies ...

Staff members constantly look for ways to close the gaps in student learning. The following strategies build the collective capacity to support students:

Collaboration and teaming. Student success results from a team effort by parents, students and staff. Solid teacher-parent collaboration ensures individual support and attention to each child's needs at school and at home. Transitions into and within the school, and to secondary school, as well as placement for students with special needs, are carefully considered, discussed and acted upon. A culture of proactive anticipation of students' needs, with early, immediate response, ensures gaps are identified. That students are part of this team is evident in their talk, strategy charts and writing responses. McNab gives new meaning to the term "whole-school strategy."

Metacognition and higher-order thinking. The success of teacher collaboration is based on a commitment to trust individual and collective reflection and to ask significant questions that drive thinking, learning and action. Teachers explicitly teach and model higher-order thinking and its application across the curriculum. Students now articulate what, how and why they are learning and, together with teachers, have built and utilized their "Tower of Learning" (Bloom's Taxonomy). Students contribute questions and help develop assessments for their learning. They now ask more analysis and synthesis questions in peer work.

Student engagement. Collaboration, teamwork and a focus on higher-order thinking have contributed directly to increased student engagement. Students are encouraged to take risks, be reflective, make choices and be responsible for their learning and that of their peers. Instructional strategies and resources are selected and modelled to further motivate students. Students remain on-task as a result of highly effective strategies and rich authentic learning. A variety of groupings ensure every student has a voice in the learning process. Homework is purposefully structured and differentiated, affording students the opportunity to reinforce, practise and consolidate taught skills and strategies with parental support.

Success after struggle ...

Understanding and acting on data. Teachers were challenged by the gap between the provincial standard and what students were actually demonstrating. An analysis of EQAO data started a conversation that continues to drive action. Teachers now examine anecdotal reports, CASI and PM assessments, behavioural data, student profile information, parent input, school-developed surveys and student work to look for patterns at the classroom, grade, division and whole-school level. Student achievement data from the secondary school provide feedback on how effective their practice has been. The resulting discussions have led to greater cross-school consistency in teaching and learning. As part of their inquiry, teachers established baseline data and determined how they would intervene and measure results. A willingness to reflect on their professional practice is now the hallmark of success.

Differentiated instruction. Following in-service on differentiated instruction, staff realized that, while they understood the theory, they still had the practical challenge of making it work. They began asking critical questions about their own practice: *What does it look like? What do we think we are doing now? How can we put theory into practice?* A staff survey generated specific questions and one individual began doing research for the team. Based on their analysis, staff validated existing practices and worked together to fill the gaps they identified. Not yet satisfied, they have identified differentiated instruction as a continued focus for growth.

Scores in all provincial assessment areas have shown significant improvement since 2004–05. At that time, student performance had not reached the provincial standard in any of the assessment areas. In 2006–07, Grade 3 reading and mathematics scores surpassed the standard, with more than 75 per cent of McNab students at or above Level 3; all three assessment areas in Grade 6 are close to the provincial standard.

What we would like to learn with and from others ...

Staff want to go deeper in their learning about:

- balanced literacy and numeracy instruction
- teacher leadership
- how schools with similar demographics realize student achievement gains
- how to engage parents and students in student learning
- how to achieve consistency in assessing learning across grades
- curricular mapping and its alignment with assessment strategies
- differentiated instruction in the French program
- responses to interventions across grade levels
- how to track student success – into high school as well
- integrating technology as a teaching and learning tool

Networking for learning . . .

Staff engages in many networks for learning, including grade-based formal and informal conversations and division and school-wide professional inquiry sessions.

Moving into the future ...

- use curriculum mapping to provide focused and consistent delivery of big ideas, skills and strategies across grades
- develop leadership coaching to create and promote collaboration and transformational instructional practice
- use common assessment tools and teacher moderation to address student learning
- build networks with other schools to engage staff in opportunities to strengthen instructional practice
- use differentiated instruction to guide precise teaching strategies focusing on measurable student achievement

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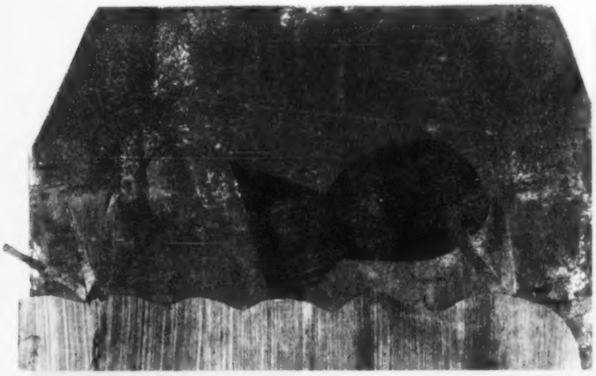


About the school ...

Oakland-Scotland Public School, situated in the village of Scotland, is a Kindergarten to Grade 8 school of approximately 220 students. About 70 per cent are bused in to school. The school prides itself on encouraging collaboration among staff to support the development of the whole child. It also values strong community connections and receives support from the community library, the fire department, the OPP education officer, the local paper (*The Burford Times*) and the Optimist Club. The school council and the parent-teacher association are passionate about the school, highlighting the family environment, the principal's work as a catalyst for change and the staff's facilitation of community events. The parent volunteer program provides support in reading, math and computer skills.

Approach and philosophy ...

Meeting the needs of every child. Academic improvement awards are proudly displayed at the school's entrance and clearly demonstrate the Oakland-Scotland philosophy: *In partnership with staff, students and parents, we are committed to providing a quality learning environment for success.* With collaborative effort and a strong team, the staff takes a practical, proactive approach to problem solving and classroom management. In this school, every child belongs to every staff member, including the secretary and the custodian. All teachers are committed to meeting the needs of every child and to that end they are particularly dedicated to improving literacy instruction. They have also learned the value of using data and assessment for learning. Professional learning teams are a productive way to share new understandings and to analyze monthly assessment data. Teachers use moderated marking as a tool for setting monthly goals and targets.

Under the strong leadership of the principal, a close relationship with the community librarian and board staff (consultants, itinerant teachers, special education staff) helps to focus the learning approach of the school.

High-yield strategies ...

Data and assessment. The school has been working for many years to raise EQAO scores, realizing early that most students were performing at Levels 1 or 2. Staff members began by critically analyzing student scores – taking the test apart to determine what was happening and then setting goals for improvement. An important element in sustaining improvement was the use of CASI and DRA data, with the assistance of the literacy support personnel and the Board's Assessment for Improvement Project (AIP). Understanding and using data more effectively, including setting monthly goals, have been essential.

Professional learning communities. PLCs have been extremely effective in the collaborative process with staff. They rotate chairs and set goals each month, with the principal facilitating next steps for the group. Staff members have great respect for each other and appreciate the strengths that each individual brings to the whole. Teachers do not hesitate to work together, to ask for help or to share, allowing collaborative decision making even when agreement is difficult.

Balanced and comprehensive literacy profile. Piloted three years ago, the balanced day has had tremendous support from parents, students and staff. The ongoing improvement in student learning is a result of many factors, including the shift to 100-minute blocks, long-range planning using the language curriculum as the focus and the use of assessment data to drive instruction. The staff is also determined to meet students' needs using Schools Attuned Training, professional dialogue and data analysis.

Success after struggle ...

After two years, the scores on EQAO were still very discouraging even though staff felt they had done all that was needed. They recognized that they had moved students from Level 1 to Level 2, but many still remained at Level 2. Re-examination revealed that although many students were at grade level in reading, they did not understand the questions being asked; nor did they understand the vocabulary and requirements for written responses. The staff is learning to take small steps, sometimes just concentrating on a small group of students, refining instruction to meet their needs. At other times teachers focus broadly on the essential components of a comprehensive literacy program and work to integrate the skills across all subject areas.

The principal monitors the work of staff carefully, recognizing when staff members are feeling stretched, when they need time to consolidate and when they are ready for the next step. Teachers try to maximize the potential in student conferencing to ensure their students take ownership for their learning. The staff wants to connect with other schools and other teachers to enhance their knowledge and experience.

Performance on provincial assessments has improved substantially in all areas tested since 2004–05. In a comparison of 2006–07 scores with those from two years earlier, results in four of the school's six assessment areas (each of Grade 3 and Grade 6 reading and mathematics) show gains of 20 percentage points or more. The other two areas (Grade 3 and Grade 6 writing) show gains of more than 10 percentage points each. In five of the six assessment areas, the recent scores indicate at least 60 per cent of students have attained Levels 3 or 4.

What we would like to learn with and from others ...

- more about peer, group and student-teacher conferences as a way to motivate students to set the next goal for themselves
- more about refining the use of data in literacy and improving the moderated marking process
- how to use purposeful talk more effectively in both math and literacy
- ways to revive the use of manipulatives in math and multi-step problem solving with a focus on geometry and spatial sense

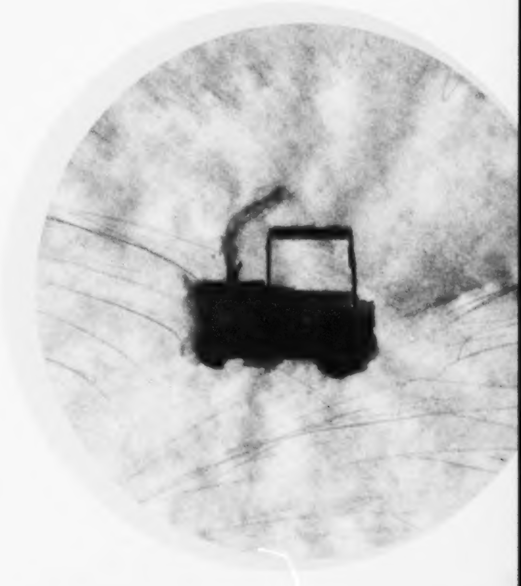
Networking for learning ...

The school works in the district school board collaboratively across divisions, with board personnel and at system PLCs and PLTs. The director's monthly meeting features 100 minutes with a PD focus. Elementary and secondary staff meet four times per year and principal learning teams examine goals, LNS initiatives and system projects. The challenge for the principal and support staff is to get the training back to each teacher in each classroom.

> "The staff always takes action – it might be muddy but we get through it." *Principal*

Moving into the future ...

- implement moderated marking in all classes for consistent assessment and program planning
- increase knowledge and understanding of the three-part lesson, teaching though real-life problem solving and increased use of manipulatives
- network effectively with other schools to enhance our collective educational knowledge and skills
- use student conferencing to develop and improve self-assessment, reflection and goal setting



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Our Lady of Lourdes Catholic School

Huron-Superior Catholic District School Board

Sault Ste. Marie, Ontario

About the school ...

Our Lady of Lourdes is a Junior Kindergarten to Grade 8 school with approximately 250 students in both combined- and single-grade classrooms. The school is located in a residential area in the city of Sault Ste. Marie, that has a relatively stable population. Parents have confidence in the quality of instruction at the school, and school events have the support of families, particularly events held in the evening when working parents can attend. An event that is now a tradition is an annual movie production that culminates in an evening red-carpet gala at a local theatre.

Approach and philosophy ...

The school community recognizes the benefits of sharing responsibility for the learning of all students. Staff members are energetic, well-informed and excited about teaching, qualities that are reflected in the many initiatives they undertake. With strong support from school administration, staff members have taken ownership for introducing changes to the school environment to better meet the needs of all students. Through continued professional activities, members of the staff increase their own knowledge and consequently their students'. They are determined to improve student achievement by embracing opportunities for professional growth and sharing new insights. Many make presentations to colleagues, both at the school and board level.

The primary division team, with the expertise and guidance of the literacy resource teacher, took the lead in developing a balanced literacy program. The insight, planning and execution of a well-planned instructional program have resulted in noticeable improvements in student achievement. Other divisions have followed the primary lead in implementing similar programming.

While the school focus until recently has been on literacy, attention is now turning to numeracy and effective strategies to enhance student achievement in this area as well.

The goal of the school continues to be to promote excellence in all students, to provide meaningful learning experiences and to celebrate the successes of each child. When all partners – school, home, church and community – are actively involved in education, the process becomes more relevant for children as they receive support and encouragement from the key people in their lives.

High-yield strategies ...

Fully supportive of the philosophy informing *Education for All*, staff members are committed to providing differentiated instruction, appropriate and relevant resources, adequate time allotments, a variety of strategies and dedication to the growth and well-being of all students, regardless of particular needs, strengths and interests. The following high-yield strategies are evident in supporting student learning:

Using data to determine students' areas of need. Relating student improvement to the strategies being used is the focus of much staff discussion and an important aspect of PLC meetings. Keeping data walls and other data sources current enables continued planning for growth.

Meeting the learning needs of all students. Primary staff works together to organize small, flexible groups for guided reading instruction. The groups are regularly assessed and reconfigured as learning needs change and are composed according to interests, learning needs and other criteria across a four- to six-week period. Routines are established so that students know what to do when not in guided sessions. Work stations are carefully planned to allow students time to apply and practise reading and writing skills that have been explicitly taught.

Success after struggle ...

This school has seen the benefits of a collaborative culture at work in the school community. An examination of assessment results indicated that many students were not writing or reading to expectation. On reflection, staff agreed that teaching was one dimensional: a guide-on-the-side approach was not working for all students and balance was needed in teaching. To this end, reading comprehension strategies are now explicitly taught across divisions. The literacy resource teacher provided support as teams developed their new skills.

Teachers also knew that if they wanted to differentiate teaching foci with small groups, students had to be prepared to work independently. To establish a culture of responsible behaviour, all staff undertook professional learning on fostering an effective social climate. This experience spread skills and a common language across the school community.

Although the school had been a site for the intensive use of computers to improve student achievement, benefits were not reflected in student writing. Believing this tool to be integral to the learning process in today's world, teachers began to investigate the effective use of technology across the curriculum – not only assistive technology for students with special needs, but practical and creative uses for all student needs and interests. This year, the school has been designated an IT school, with junior grades involved in a writing project with Apple Canada. Although the initiative has been widely embraced, discussions have led teachers to the conclusion that technology is but one important skill or strategy that can lead to optimal learning for students.

There have been significant gains in all areas in the provincial assessment over the past three years. Grade 3 results in reading show a marked improvement since 2004–05 (from 38 to 64 per cent); writing scores have more than doubled (from 33 to 75 per cent); and mathematics results are now well above the provincial standard (rising from 46 to 89 per cent). Grade 6 results in reading also indicate remarkable growth since 2004–05 (from 53 to 81 per cent); writing scores show substantial improvement (from 33 to 50 per cent); and mathematics scores have steadily increased (from 47 to 65 per cent) in this period.

Networking for learning ...

The Huron-Superior CDSB takes every opportunity to become involved early with new ministry initiatives so that schools are knowledgeable about research-based ideas and trends. In order to improve student literacy and numeracy, the board has made a financial commitment to provide the best possible professional learning opportunities and resources to staff.

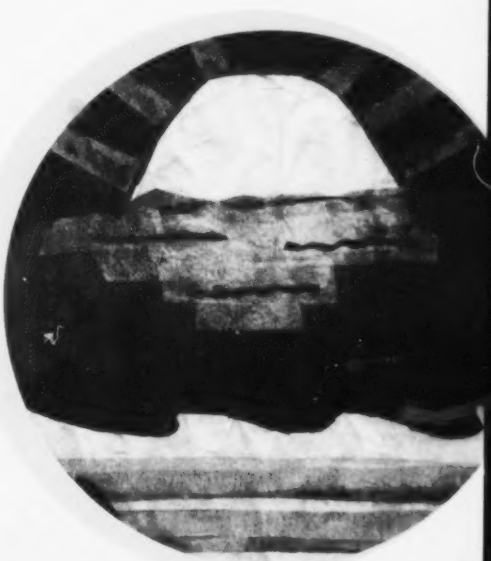
The board encourages networking and learning together. When an infrastructure for sharing and learning was developed, this approach became embedded in the everyday business of the school.

Another benefit to school communities is the board's provision of five "site-based" days per teacher. This provision allows professional learning communities to flourish, resulting in collaborative teams of educators in schools sharing responsibility for creating an optimal learning environment for all.

> "The underpinning of Our Lady of Lourdes includes mutually supporting and encouraging one another." ***Director***

Moving into the future ...

- develop more effective common assessment tools
- find ways to "hook" parents on learning
- use data to inform instruction in more depth
- sustain growth



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Our Lady of Sorrows Catholic School

Renfrew County Catholic District School Board

Petawawa, Ontario

Our Lady of Sorrows
ONLY POSITIVE ENERGY

About the school ...

Our Lady of Sorrows Catholic School, located in the growing community of Petawawa, has 380 students in Junior Kindergarten to Grade 7, nearly all of whom are bused to the school. With approximately 50 per cent of parents working for Canadian Forces Base Petawawa and subject to reassignment, transitioning new students into the school is a priority for staff and parents. The school provides a range of programs for students. French second language instruction begins in Junior Kindergarten and the school offers co-curricular experiences that build school spirit. Staff and parents have established a caring school community with a strong commitment to support student learning.

Approach and philosophy ...

Members of staff believe that developing the attitudes, knowledge and skills of all students enables the students to become reflective, creative thinkers and caring, responsible citizens. The school's philosophy is captured in its motto – *Being, becoming, belonging*. Building a learning community and teaching the whole child are the foundations of the school's success.

Building a learning community. Parents, students, teachers, administrators and support staff form a community of learners who benefit from district workshops and networks, gaining skills and knowledge that flow into professional conversations and classrooms. Collaboration is crucial as they try out new ways of instruction. Teachers help parents understand new instructional strategies so they can support children's homework practice. Practice has shifted dramatically and the change in student learning is evident. Students take greater responsibility for their learning, work independently in small groups and are engaged in relevant literacy tasks. Parents note that homework has become much more reasonable. It is tailored to students and takes into consideration other family commitments. Communication with home has been established on a daily, planned and as needed basis. Parents value the interactive agendas, while personalized responses to their concerns promote a sense of belonging to the school community.

Teaching the whole child. Instructional approaches are tailored to student needs beginning in primary classrooms with, for example, an early identification assessment. Special education staff support Kindergarten and Grade 1 classrooms during the literacy block. Classroom and resource teachers co-teach specific concepts and skills with smaller groups of students. After-school programs further support children's learning and emotional well-being. The rich array of extra-curricular activities, instructional strategies and transitional support from the military enable each child to become engaged and make connections for learning.

High-yield strategies ...

Assessment. PM Benchmarks, CASI and Write Traits inform instruction. Analyses of EQAO results revealed that junior staff needed to strengthen their use of conventions in writing, while primary staff needed to focus on explicit questions. As a result, teachers now carefully monitor student progress in learning through pre- and post-testing. In transitioning students from grade to grade, teachers share data so that each teacher knows how to differentiate instruction on the first day of school.

Collaborative planning. Teachers plan collaboratively to combine new resources and relevant instructional strategies to improve student learning. Working in grade teams that include support staff, teachers focus on developing common curricular expectations, themes, tasks and pre- and post-assessments as well as on using common resources. This planning occurs across grades and divisions as teachers feed off each other's ideas.

District professional development. The district provides highly relevant professional training that is a catalyst for changing practice. Professional learning sessions model effective practice and specific changes to instruction and assessment. Having district support staff, working in the school, supports teacher learning in the classroom. As well, visitations to other schools promote staff learning.

Success after struggle ...

Resources. In the past, the school's resources were minimal in quality and quantity and often teacher, made, and teachers had difficulty with curriculum expectations and assessments. New high-quality instructional resources have greatly changed teachers' understanding of learning, instructional practice and assessment of learning. Professional training combined with rich and diverse resources helped teachers learn about higher-order thinking and how to make use of it in teaching. Well-crafted mentor texts allow teachers to model inquiry, individualize for group instruction and come together around a common language of instruction. New resources have also strengthened the home-school link with take-home reading and online math resources.

Integration of technology. Teachers are exploring the use of technology to enhance and differentiate student learning, as well as to make better use of student data. Teachers learn an array of software programs across curricular areas, allowing them to provide students with opportunities to demonstrate learning through, for example, power point presentations and mind mapping. Students' confidence in their learning is evident in their peer interactions and audience presentations. Teachers are moving toward greater control of their data through technology, learning to integrate technology in their planning.

All areas in the provincial assessment show significant improvements over the past five years. Scores in Grade 3 reading, writing and mathematics and Grade 6 reading and mathematics are currently at or above the provincial standard, with Grade 6 writing scores approaching this mark. Grade 3 reading has improved by 25 per cent since 2004–05, and Grade 6 reading by nearly this amount since 2004–05.

What we would like to learn with and from others ...

Staff would like to learn more about:

- writing across grades and across the curriculum
- how to integrate technology for differentiating instruction
- how to integrate curriculum and cross-curricular instruction
- data analysis to support strategic planning and classroom instruction
- how to schedule literacy blocks in junior classes to accommodate French and special education programs

Networking for learning ...

In addition to in-school collaborations, such as team teaching, divisional and cross-divisional planning and professional talk, school staff members are involved in a number of networks and partnerships.

> "We do not use transience as a reason not to work. We assess student learning and set high expectations right off the mark. Parents are engaged in the process." *Teacher*

Moving into the future ...

- develop paragraph writing using a variety of text forms that contain clearly stated main ideas and organized supporting detail
- refine the use of assessment instruments and data analysis to support assessment for learning and differentiated instruction
- develop collaborative planning and assessment to enhance planning for learning and collaborative teaching

SCHOOLS ON THE MOVE.....!

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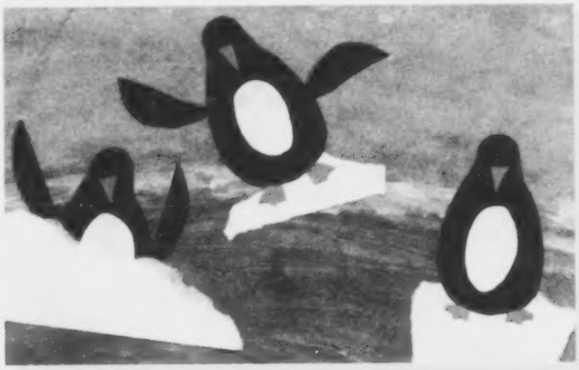


About the school ...

Priory Park Public School, located in a densely populated neighbourhood in the city of Guelph, has an enrolment of approximately 250 students. A dedicated, caring and hard-working staff contributes to a positive learning environment where students are encouraged to participate in co-curricular activities addressing a variety of interests and leadership opportunities. Special education programs include a class of developmentally delayed students and a class of mildly intellectually disabled students, with the special education resource teachers assisting other exceptional pupils in regular classrooms. Priory Park uses an inclusive model to support a fluctuating population of English language learners.

Approach and philosophy ...

The school community promotes a culture of *caring, sharing, learning and growing* – values cited in the school's motto. Staff members are dedicated to meeting the needs of students who are highly diverse culturally, economically, linguistically and in terms of ability. Staff meetings include time for discussion of student needs and for sharing challenges and solutions. The school believes that children learn when they are happy and that emotional support contributes to academic success.

Student-focused instruction. Staff members strive for "no interruptions" to learning time and the result is a calm learning environment. The principal does daily walk-abouts to support learning and instruction. All staff members have agreed on student expectations and use praise freely to reinforce good practice. A Primary Success teacher models perseverance, working tenaciously with students and supporting colleagues.

The school embraces a variety of partnerships. With a university and two secondary schools nearby, the school has been able to recruit skilled volunteers. Students taking senior courses in family studies work in classrooms during literacy and numeracy blocks. With teachers providing resources and guidance, the result is high-quality support for young students. Two retired high school teachers volunteer in the primary and junior grades, sharing books with students and engaging in lively discussions on topics of interest. The strong reciprocal relationship between volunteers and the school has created loyalty, focused support and mutual enjoyment.

High-yield strategies ...

Common language. Consistency in and across classrooms is a shared goal. Walking the walls, anchor charts and word walls are bright and colourful to capture student attention. Common language is used to describe concepts and strategies in literacy and numeracy. Through EQAO analysis and working with classroom data, teachers target weak areas and focus on strategies to improve student learning.

Literacy block. During the literacy block, teachers practise a shared/guided/independent approach. They give sufficient time for modelling and sharing, and move to independent practice only when students are confident in their skills. By building competence through the gradual release of responsibility, their expectations for independent student work and routines have become attainable.

Home reading. Because teachers are strongly committed to the home reading program, part of their equity funding is used to stock the book cart from which students select "just right books for reading independently." Book bags include suggestions to parents for how to support their child's quality reading at home.

Writing. With board direction and training, the school has adopted a traits approach to foster deeper thinking in student writing. Routinely, students think about word choice and organization, developing a common vocabulary that is key to the writing process.

Success after struggle ...

Inquiry approach. Helping students go beyond surface meaning was a challenge for the school. Initially, teachers created a question-prompt taxonomy to help stimulate student discussion. Seeking more ideas to deepen inquiry, teachers credit a neighbouring school for sharing the idea of interactive bulletin boards. Each bulletin board posts inquiry questions to guide thinking. Students, community members and visitors now pause in front of bulletin boards to consider "thinking" questions.

Focusing on student learning. In the past, professional learning communities lacked a clear focus. Now, the key is a relentless focus on student learning. Teachers share the view that they are "only as strong as their weakest instructional link." With long-term occasional and new teachers on staff, teachers take a problem-solving approach to keep on top of student and teacher needs. Primary staff members meet in each other's classrooms and in front of their data wall to have discussions about data focused on student learning.

Growing and changing. Four years ago two schools were amalgamated into Priory Park. To address potential integration challenges, the board and schools put in place various measures to prepare for transition: inter-school visitations with student team-building and cross-grade pen pals paved the way for the change. Currently the school is adding an intermediate division. The single Grade 7 class is supported by teacher colleagues – drawing on their subject strengths to ensure a high-quality program.

Priory Park has experienced steady improvement in all six areas of the provincial assessment over the past three years. Whereas in 2004–05, less than 50 per cent of Level 3 students reached the provincial standard in all areas, in the 2006–07 assessment, performance in Grade 3 mathematics was well above the provincial standard; in Grade 3 writing and Grade 6 reading and writing, performance was close to the provincial standard; and in Grade 3 reading and Grade 6 mathematics performance bordered on 60 per cent.

What we would like to learn with and from others ...

- lessons on "Literacy Must Do's"
- instruction in making inferences and practice activities for students
- use of common graphic organizers between grades
- how to acquire different types of text for use in teaching practices

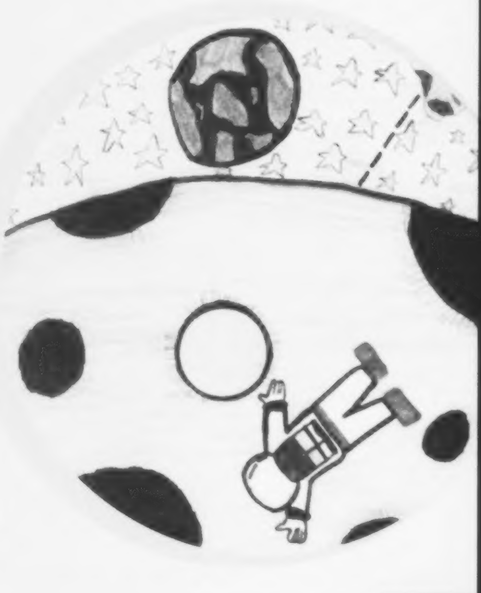
Networking for learning ...

Currently Priory Park has established multiple partnerships. The local secondary schools, college and university provide volunteers with a strong skill set to mentor students and act as role models. Local businesses provide support for home-school connections.

Aligning school activities to district initiatives provides focus and builds capacity. Staff members use the district's template and data review cycle to structure their work. School leaders, including the principal and teacher leads, attend sessions that support the process of school improvement for student achievement.

Moving into the future ...

- ongoing discussion about instructional strategies with curriculum leaders, key teachers and colleagues in PLCs at staff meetings and on capacity days
- development of a clear understanding of our board's "Literacy Must Do's" and integrating them into teaching practice across the curriculum
- engagement of students in intellectually demanding tasks that require higher-order and critical thinking
- use of a variety of media in classrooms as part of an effective instructional practice



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R.A. Sennett Public School

Durham District School Board

Whitby, Ontario

About the school ...

Approximately 300 students attend R.A. Sennett Public School, a highly diverse, downtown Kindergarten to Grade 8 school in Whitby. Over one-third of the students are ELLs and require ESL programming and many are bused to school. A large proportion has come from developing and war-torn countries, including Afghanistan and Pakistan. Many families suffer hardship and instability, often living in circumstances very different from those in their homeland. The staff has intentionally recruited volunteers from colleges, universities, seniors' groups and local community service organizations. For the past five years, the school has been designated a Priority School by the Durham District School Board.

Approach and philosophy ...

Responding to individual needs. R.A. Sennett Public School focuses on developing skills in literacy and numeracy while recognizing the social and emotional needs of individual students. The school offers rich supportive interactions for learning, self-esteem, well-being and engagement. Staff members engage in the explicit teaching of concepts and skills and they instruct and assess in ways that allow all students to demonstrate their learning. Several community organizations and businesses support student learning and a sense of belonging. Students recognize that their learning is supported by the collective and that any staff member or volunteer will assist them.

Collaboration. Knowing that their collective knowledge drives learning for themselves and students, staff members regularly meet for professional dialogue about students, their work, individual learning styles and unique needs. As members of divisional and school teams, teachers plan for consistency and continuity in literacy and numeracy instruction and in assessments of and for learning. Student progress is tracked and to ensure consistency teachers engage in moderated marking. Teachers collaborate on instructional strategies, what worked, what did not and where they want to take programming to meet student needs.

A safe and caring community. To enhance mutual respect and peaceful conflict resolution, the school is part of the board's Creating a Safe and Caring Community initiative. The staff works with students on the "four pillars" – academics, respect, leadership and teamwork.

This school team is creative, responsive and fluid. They make meeting student needs appear effortless.

High-yield strategies ...

Diversified assessment tools. Teachers use diversified assessment tools to indicate the strengths and needs of the child in terms of academics, learning style and social and emotional development. Data now guide programming and interventions for each child.

Balanced literacy program. Staff members work together to implement a dynamic literacy block using guided reading to develop vocabulary and comprehension skills. Daily monitoring of students guides the teacher, who integrates read-aloud, guided reading, shared reading and writing, as well as common vocabulary and language across classroom and support programs, including ELL. Teachers incorporate higher-order thinking in common processes and questioning strategies. Members of staff ensure students know and use the common language so that instruction is focused on extending learning. Anchor charts are used by students in every classroom.

Teacher moderation on student writing. In order to bring consistency to assessment across grades and to the descriptive feedback given to students about their writing, teacher moderation was implemented. As a result, teachers now have more systematic means to monitor student learning. Teacher moderation not only helps with scaffolding student learning and conferencing, but it also assists with communication to parents.

Success after struggle ...

Breaking patterns of disengagement was a struggle for parents, students and teachers. Staff assessed the basic needs of many students, then put programs and partnerships in place to feed mind, body and spirit. Students now help prepare fresh nutritious food that is served daily. Volunteers from seniors groups, youth groups and service organizations support student reading. Parents engage daily with their children in reading, and children with their peers. Parents are welcomed by teachers and staff and assisted with family or student concerns. Deep and loyal relationships, built on trust and respect for the contributions of everyone, are now in place.

For every student to have success, teachers must understand the many ways students approach learning and the many ways to differentiate instruction. Teachers recognized that students' learning styles needed to be part of the framework of annual assessment plans, so that students could articulate how they learn and demonstrate their learning. Teachers were challenged to change and diversify their instructional styles, learning materials and ways of planning. Visiting across classrooms, use of mentors and constant dialogue in PLCs helped in the implementation of differentiated instruction and in changing the culture. Now every student confidently knows and can advocate for ways to demonstrate their own learning.

> "If there is a need it is picked up on, almost like a family situation. Kids know and respect that." *Parent*

Although the school is not yet at the provincial standard, scores in all six EQAO assessment areas indicate steady and substantial improvement since the 2004–05 assessments. Scores in Grade 6 reading and writing and Grade 3 mathematics are approaching the provincial standard as of 2006–07. The percentage of students attaining Levels 3 or 4 in Grade 6 reading has increased by almost 30 points to nearly 70 per cent of students at the provincial standard.

What we would like to learn with and from others ...

- how to expand technology use across classrooms and in mathematics and literacy programs
- more on problem solving and using manipulatives in mathematics
- how to help students think through problems and communicate their thinking
- how to develop cross-curricular differentiated assessments based on achievement charts

Networking for learning ...

- student success PLCs focusing on math and literacy
- system-level PLCs where the consultant and in-school literacy coach lead professional learning
- school division PLCs to hone instructional strategies, moderate student work and provide detailed student feedback
- student network for learning and monthly character building activities with district support
- school growth team (divisional chairs, literacy coach, special education and ESL or ELL teachers, principal, vice-principal)

Moving into the future ...

- going deeper into differentiated instruction by including multiple intelligence strategies in every unit/project and in assessing learning
- implementing structured numeracy blocks and math centres
- going deeper into problem solving and questioning to address higher-order thinking and communication in mathematics
- increasing use of technology to improve student achievement

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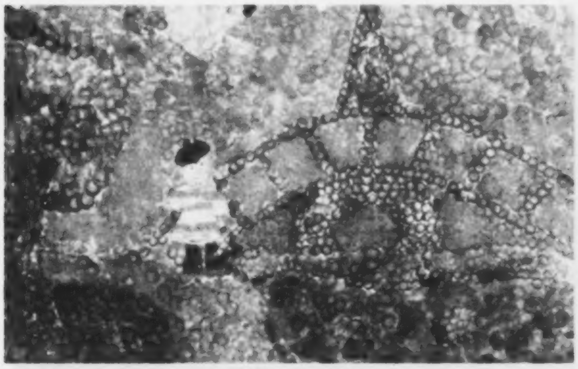
Regina Mundi Catholic School

Hamilton-Wentworth Catholic District School Board

Hamilton, Ontario



About the school ...

Regina Mundi is a Junior Kindergarten to Grade 8 school serving just over 310 children living in an economically and culturally diverse area of Hamilton. Staff members have created a welcoming, family-oriented environment reflecting their belief and philosophy that "Each belongs ..." and every child can learn. The school is committed to making a tangible difference in the lives of students. Children are offered a wide range of extra-curricular and out-of-school experiences that support the development of social, emotional and physical well-being. Character development and spiritual growth are recognized as integral to the learning process. All members of the school community acknowledge and celebrate the steady improvement in student learning that has occurred over the past few years.

Approach and philosophy ...

Vision. This is a school on a deliberate and purposeful journey, fully committed to improving practice and increasing student success. With a shared vision to guide planning and inspire action, the staff and principal integrate elements of their long-range plans with professional learning opportunities and teaching resources, ministry and board initiatives, ELL, special education and classroom programs, staff assignments and more. They have fostered continuity and coherence in the school by breaking change into manageable steps.

Action-oriented. Determined to implement whatever works for each and every child, teachers measure their success in terms of the growth in what children are able to demonstrate, learn, share or contribute. In a culture that encourages risk taking, the principal and staff model and celebrate the same willingness to participate and learn that is expected of students.

Mutual support. With a high degree of professional and personal trust between the staff and principal, each member of staff believes that everyone is both a teacher and a learner. Teachers value the support and opportunities for professional learning that the board provides. Within the school, there is a plan to share with peers, to examine what has been learned and to put that learning into practice. Data are shared collectively to support decisions that staff members make jointly. All staff members know that by working together they can find solutions.

High-yield strategies ...

The key to success has been consistent implementation of high-yield strategies across grades, divisions and the school, including:

The literacy block. Across all grades, two-hour literacy blocks support full implementation of balanced literacy. A common focus and the physical clustering of divisions allow teachers to work with small groups, do cross-classroom and cross-grade teaching, and regroup children for specific purposes. To protect instructional time, the literacy block is never interrupted by announcements or intercom call-ins.

Building consistency. From JK to Grade 8, the commonalities in purpose and strategy are evident in classroom practice. Consistent teacher practice and common language make a difference for students. Teachers report that students have greater skill and confidence as they move from grade to grade, building on what has been learned. Transitions are carefully addressed, with thought given to how each year prepares students for the next level.

A learning community. From the beginning, the principal and staff understood a need for differentiated learning for professionals. With varying experiences and strengths, staff members are at different places in their learning, depending on topic, area of focus, curriculum knowledge, instructional strategy or familiarity with data. The challenge of implementation was made doable by several deliberate strategies – identifying strengths in the community, creating an environment that supported sharing and risk taking, scaffolding learning and taking planned small steps. Staff members hold regular, formal meetings in which they learn together, examine data, reflect on the consistency of their practice, and share and select resources. Staff members feel they have been successful in creating a true learning community.

Success after struggle ...

The learning journey for staff began with a clear vision of a school in which all staff and all students would demonstrate high expectations, active engagement and responsibility for learning for themselves and others.

Using data for learning. Data are pivotal in moving practice forward, but to be useful, teachers have to learn to use the data to "see children, rather than numbers." Analyzing the data by division helped to identify common threads or patterns across the school. With patterns identified, staff could first translate what had been learned into the school improvement plan and then establish a professional learning strategy to address the objectives. Throughout the process, an emphasis on responding to differentiated needs and building on strengths created trust and confidence. Although the learning curve was often steep, staff persevered, motivated in part by data that showed the progress in student learning.

Change is scary. The staff recognized that the change process would be challenging for students and their parents. They worked to explain the what, why and how of classroom changes. They helped parents understand that regrouping was not re-grading and that classroom talk was a good thing. They explicitly taught independent work skills to students, giving them the routines and confidence to work in pairs, and in small group and whole-class settings. Over time, teachers guided students through a "better answer" strategy to make higher-quality responses, find evidence, and build oral language skills.

In the 2006–07 provincial assessment, results in five of the six assessment areas were at or above the provincial standard. This represents a major improvement since 2004–05, when Grade 3 reading, writing and mathematics scores had less than 50 per cent of students achieving at Level 3 or above, and in Grade 6 mathematics, below 60 per cent. Performance in all assessment areas has improved by more than 15 percentage points since 2004–05.

What we would like to learn with and from others ...

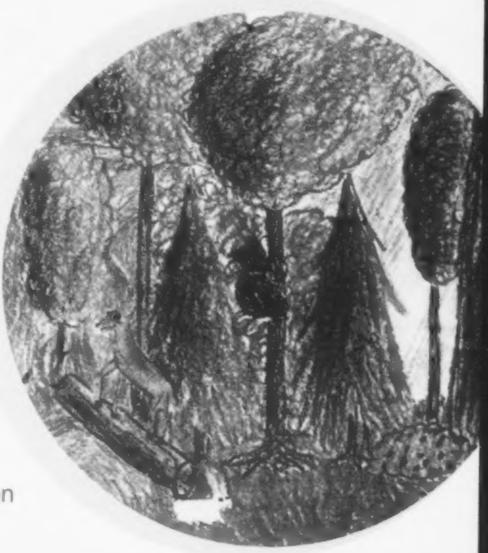
- how to implement balanced literacy in intermediate grades
- more on math learning strategies
- how to network with teachers to sustain enthusiasm, validate practices, and identify promising practices
- how to support students in diverse populations. (e.g., ELLs, children living in poverty)

Networking for learning ...

- principal networking and PD: mentoring coaching program to support new administrators; informal sharing among colleagues; PD at family of schools meetings
- teacher networking and PD: grade-alike teacher groups across schools, literacy coach training, system professional development, intern principal program for those interested in administration, in-service to colleagues from other schools

> "Our advice? Persevere. Ask. Communicate. Trust one another. Have fun." *Teacher*

Moving into the future ...



- continue to foster a culture of respect and care for the global community through living the gospel teachings of Jesus Christ
- model and live our firm belief and philosophy that "Each belongs" and that every child can learn, given the resources and time
- use Professional Resources and Instructions for Mathematics Educators (PRIME) as a means to collect data and implement best practices
- develop a specific numeracy plan to improve student achievement in measurement, data management/probability, number sense and numeration
- encourage parents/guardians to become partners in student successs

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Sacred Heart Catholic School

Algonquin and Lakeshore Catholic District School Board

Batawa, Ontario

About the school ...

Sacred Heart Catholic School is nestled in the small, pristine community of Batawa, north of Trenton. This school serves approximately 200 students in Kindergarten to Grade 8. The majority of students are bused from surrounding rural and small town communities and many parents commute to work outside the local area. Approximately 20 per cent of students have formal or informal individualized learning plans. The school enjoys vibrant partnerships with parents who participate in school council, act as program volunteers and provide support for special initiatives. With strong community links built over the years, Sacred Heart and its students are the heart of the community. As an "Eco-School", Sacred Heart is involved in Batawa's Leadership in Energy Efficiency & Design: Neighborhood Development Sustainable Community. School staff, parents and the parish share in the education of the whole child with the support of district support staff.

Approach and philosophy ...

The Whole Child. Staff members believe that every child can learn, but that to become a strong learner every child needs to be healthy. The school is a member of Healthy Active School Communities, an initiative fostering learning environments that enable students to make healthy lifestyle choices and become successful learners.

An inclusive environment. Staff members create inclusive learning environments and programs for students. Because the school's focus is the individual student, the resource team works within the classroom, allowing for co-teaching and consistency across grades.

Collaboration. Teachers collaboratively analyze data, develop common goals, set high expectations for learning and implement consistent instructional strategies across grades and divisions. Members of staff work together as a community, sharing students, expertise and resources.

High-yield strategies ...

Uninterrupted literacy block. Staff has implemented a balanced literacy block with common structures and focus in all classrooms. Opening exercises and other events are intentionally kept brief, maximizing time for learning during the literacy block. By working in partnership to achieve district goals, the school has supports and structures that are relevant and timely. Teachers also utilize cross-curricular connections for purposeful reading and writing.

Purposeful talk. Teachers structure sharing times using anchor charts to give students freedom in the classroom to talk about their thinking. Throughout the school, teachers model common strategies, such as think-pair-share. "Knee-to-knee" and "eye-to-eye" partnering fosters the learning dialogue. In larger groups, students learn to focus on their talk by retelling what their partners think. Talk becomes more intense in literature circles that introduce comprehension strategies to prepare students for reading responses. Students use graphic organizers as frameworks for their talk. Teachers listen and guide conversations and learning based on student needs.

Collaboration. Teachers create instructional rubrics and checklists with students to develop student independence and ownership. Students are encouraged to work collaboratively with their peers and to use graphic organizers, anchors and rubrics to improve thinking about learning. Teachers plan across divisions for the gradual release of responsibility. Students get several opportunities to learn through modelling and practice before moving to independence. To ensure student ownership, teachers co-construct all anchor charts, rubrics and organizers with students using a common language so that students can refer back to their own ideas.

Success after struggle ...

Resourcing literacy. Staff wanted to develop book room resources and classroom libraries simultaneously to support the literacy program and facilitate ease of use, sharing, program planning and delivery. Teachers collaborated to identify who could assist and when, as finding time to create a book room that reflected classroom practice was a challenge. Staff developed processes to keep resources up to date, available and accessible to all teachers and students. Classroom libraries take a genre organizational approach to create independence in students' self-selection for personal reading. In-class library collections support literacy programming.

Closing the gap. In a community where few children attend pre-school programs, early intervention is needed to ensure success for all students. Analysis of Kindergarten assessment data indicated a need for interventions, particularly in phonological awareness and language development, two areas critical for literacy learning. The special education resource teacher worked with students and teachers in the classroom to close learning gaps. Volunteers and parents were given specific training and tools to support reading and writing at school and at home. Reviewing the organization of classes also benefited students by lowering primary class sizes.

Sacred Heart has more than doubled Grade 3 scores in all three provincial assessment areas since 2004–05. Grade 3 writing, for example, jumped from 24 per cent of students reaching Levels 3 or 4 in 2004–05 to a current total of 76 per cent. In Grade 6, major improvements have been made in all three assessment areas. Grade 6 mathematics, for example, jumped from 39 per cent of students achieving the provincial standard in 2004–05 to 73 per cent in the most recent assessment.

What we would like to learn with and from others ...

- how to address boys' literacy and explore strategies that motivate boys
- how to integrate reading and writing for literacy learning
- more about backward design within and across grades, with combined grades
- expanding the data board to include all students

Networking for learning ...

- In monthly divisional meetings, teachers focus on their goals as a division and develop common resources and strategies, such as divisional rubrics.
- District provides professional development sessions (e.g., on assessment for learning, development of reading and writing in Kindergarten, and instructional leadership for principals).
- Teachers regularly engage in system-capacity-building learning networks that bring teachers together (e.g., the Learning Network provides the opportunity for teachers in small schools to work with others teaching the same grade).
- Principals and vice-principals engage in monthly system-capacity-building learning networks and special assignment teachers together for instructional leadership and collaboration.

> "We looked at our practices and we looked at our EQAO results and said yes we are doing something to improve students' achievement. We knew we were making progress." *Teacher*

Moving into the future ...

- continue to use trained parent volunteers to deliver early intervention programs for high-risk students
- refine and expand our use of the data wall to include junior and intermediate students and to inform instructional practices
- develop an understanding of effective instruction for math
- allocate funds for our book room with a focus on guided reading
- deepen understanding of effective instructional strategies to address gender differences

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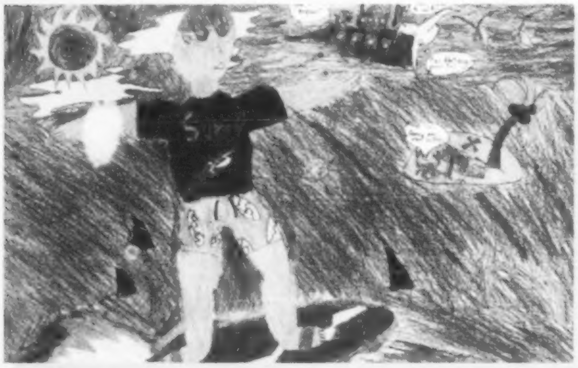

About the school ...

Sandhills Public School has a population of 660 students in a highly multicultural community in Kitchener. A committed staff fosters a caring, trusting environment and a strong sense of community within this Junior Kindergarten to Grade 6 school – a community where "the students belong to everyone." Staff members work continuously to provide the best learning environment for all students and devote time and attention to cultivating an understanding of what it means to be a Sandhills student. Student behaviour is, for the most part, exemplary, freeing teachers and students to focus on the business of learning.

Parents note that teachers are accessible, committed to problem solving and go "all out" with hands-on activities and trips that make connections to the real world. Volunteers provide a vital support to the academic program at the school and in return the students reap the benefits of one-on-one attention from a dedicated and caring adult.

Approach and philosophy ...

Success for all. Staff and students have set high expectations for themselves and for others. Believing that every child is capable of learning, given the right supports, staff members provide a safe, secure environment that encourages students to reach their full potential. Both students and staff are considered lifelong learners who are reflective in their work – whether as a student using feedback or as a teacher determining the effectiveness of a specific strategy.

Open door/open dialogue. Teachers have opened their doors and shared their successes and failures openly with each other. True commitment to students has resulted in an understanding of the collective responsibility for educating all children.

Professional learning. Teachers understand that teaching has undergone many changes in the last 10 years and requires "a journey of learning." They take every opportunity to develop their understanding of best practices, building capacity through participation in demonstration classes, board workshops, staff meetings and in-school professional learning communities (PLCs). Teachers meet weekly in grade-level teams to discuss upcoming plans, do teacher moderation and reflect on their teaching strategies.

High-yield strategies ...

Members of the Sandhills staff have much to share about their journey of learning and how they have developed cohesiveness and consistency in their school. Their work is multilayered and interconnected while at the same time remaining focused and doable. The resulting whole is truly greater than the individual parts. Within that "whole," these three strategies have significantly improved student achievement in literacy:

Collaboration. The school began by establishing collaborative instructional planning teams with time built into staff meetings every two weeks. Grade-level teams determine their specific instructional focus for each term. A targeted budget for resources is allocated to meet the needs established in team plans. Parents know that within a given grade level, children will benefit from shared experiences, common curriculum and the collective expertise of dedicated teachers. Indicative of the commitment to a team approach, grade-level teachers communicate with parents not under an individual teacher's name, but as, for example, "the Grade 6 teachers."

Differentiated instruction. In an effort to better understand the need for and the benefits of differentiated instruction, teachers identified two or three students achieving at Level 2. They met to discuss strategies for these individual students and to find solutions to particular challenges. With greater understanding, they are now better able to differentiate for all students. Teachers meet regularly with the principal and vice-principal to review students' progress each term.

Data and SMART goals. Teachers meet with administration in PLCs during the school day. EQAO and board data provide the starting point for their discussions in September. From there, classroom profiles are created which list marks, accommodations and supports provided for every child. Teachers have focused on developing SMART goals and monitoring these to determine which strategies are most effective. In 50-minute meetings, administration, grade-level teachers and special education resource teachers review goals and revisit and refine plans to ensure that each child achieves success. Every action is purposeful and consistent with the goals.

Success after struggle ...

As teachers embraced the high-yield strategies chosen at the beginning of the year (e.g., demonstration of examples of Levels 3 and 4 work, small-group instruction), they came to realize that the gradual release of responsibility model was significant in helping move students to a better understanding of quality work.

Although numeracy was not a focus, staff recognized that while ELL students were often capable of doing the computations, they struggled with the communication of problem-solving strategies. The goal in the school success plan of having students demonstrate their understanding of a concept or skill either orally, visually or in written form led teachers to explicitly teach the "Point, Proof, Comment" format. This provided a scaffold for students to demonstrate their thinking in a written format. The school's open door/open dialogue approach resulted in other teachers realizing the benefits of the format. Point, Proof, Comment is now used in Grades 2 to 6 in both English and mathematics, and has proven to be effective, especially for ELL students.

Sandhills' success is based on:

- commitment to developing a sense of community with clear expectations and guidelines for behaviour
- opening doors/opening dialogue among teachers and the strategic use of PLC time
- focus on building capacity and leadership in all staff

Performance in all provincial assessment areas has shown a steady, substantial improvement over the past three years. In 2004–05, performance in all assessment areas was at 60 per cent of students meeting the provincial standard or lower. In the most currently available assessment, scores in mathematics in Grades 3 and 6 are at provincial standard, while in Grade 3 reading and writing and Grade 6 reading scores are now approaching the provincial standard.

What we would like to learn with and from others ...

- Teachers are eager to implement curriculum mapping in order to achieve greater continuity across grades and by division.
- Administration would like to explore effective timetables to facilitate PLCs and create time and opportunity during the school day to build and support curriculum leadership.

Networking for learning ...

- A strong network exists within the school through the grade-level team meetings.
- The principal and the superintendent are committed to contributing to capacity building through the family of schools and executive council. Professional development at the board level has been successful in creating learning networks across schools.

> "We can't give our students an answer to every problem they'll encounter in life, but we can give them strategies that they can apply in different situations." *Teacher*

Moving into the future ...

- continue to support PD that is embedded within the school day
- extend our understanding of how data drive instruction and develop common and consistent measures of assessment
- broaden our understanding of measuring achievement to include all categories of skills (communication and application)
- continue to expand our networks outside our building in order to increase our range of instructional strategies

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Sir John A. Macdonald Middle School

Peel District School Board

Brampton, Ontario

About the school ...

Sir John A. Macdonald is a middle school (Grades 6 to 8) in Brampton with approximately 420 students from a culturally diverse community of hardworking families. Staff members are committed to providing each student with a quality education that promotes the development of academic and social skills focusing on respect, effort and responsibility. They share the belief that a caring, supportive school environment with high standards for achievement promotes individual growth – academically, physically, socially and emotionally. The school values the role that parents play in their children's education and encourages open communication to ensure the best possible learning opportunities for students. The principal makes certain that the culture of the school reflects the school community.

Next year, extended French immersion will be offered, adding approximately 100 students to the school. In addition, a pilot program in science and technology will begin in the fall of 2008.

School approach and philosophy ...

Collaboration and mutual respect. With a high level of collaboration among teachers, parents and students, teachers recognize that team work benefits student learning. The school is inclusive, with all students mainstreamed whenever possible, and with great success. Character education is emphasized; staff members view justice as restorative rather than punitive. Parents are invited to grade-level assemblies to help celebrate student success in showing effort, respect and responsibility.

Shared and distributed leadership. Leadership is distributed among administrators, teachers and students. In fostering leadership among teachers, the principal provides opportunities for professional growth. Every staff member willingly plans within grade-level and cross-grade teams. Teachers scaffold students' work toward independent learning to foster leadership as well as learning. Members of staff are willing to open their beliefs and thinking to discussion and inquiry.

A good school working in a good board. As part of its School Success Plan, Peel District Board developed a living document of transformational practices K–12 to share with schools across the district. The plan has been fully implemented at Sir John A. Macdonald. Action teams for Literacy, Numeracy and School Climate each set their own goals for student learning and achievement. Teachers, seeing the need for a data-driven, school-wide focus on vocabulary building, worked with the resource teacher/consultant to develop such a focus. Intentional teaching of other transformational practices, such as graphic organizers, and a focus on differentiating instruction, can be seen throughout the school. In every classroom, students with special needs are fully integrated. Staff members analyze EQAO data to identify an area of greatest need, and then put in place instructional strategies to address it. Teachers plan how they will move students along the continuum of learning and devise meaningful, concrete activities to engage them. Lessons are designed to reflect the big ideas of the curriculum and the needs of students.

High-yield strategies ...

Sir John A. Macdonald has a diverse staff working with a diverse student population. Teachers have reflected on the need to access the thinking of every child and use groupings within the classroom and beyond to meet student needs. Among the instructional strategies in their repertoire are:

Team planning and sharing ideas. Teachers are comfortable "jumping into each other's classrooms", often to share ideas or look at new displays. Sometimes teachers bring students to see the work of another class, to encourage teaching and mentoring among students. Collaboration also moves beyond the school to meetings with the local secondary and junior schools. Common themes are sharing EQAO results and looking at Grade 6 and Grade 10 literacy tests, identifying areas of greatest need and deciding how to address such needs.

Being members of a global community. Teachers treat students as independent thinkers and learners, with a focus on global education. Students are encouraged to think of others and often collaborate on fundraising projects, for example, donating money raised at the end of a math unit and collaborating with police officers assigned to the school for a one-week project to raise money for cancer research.

The gradual release of responsibility. Students are seriously engaged in their own learning. Using exemplars as models, students design student-friendly rubrics and also develop their own proposals for work within teacher-set parameters.

Success after struggle ...

Student self-confidence. Seeing many students stressed and under pressure, staff looked for ways to help them become confident learners. As staff members began working together, taking risks in a comfortable culture, they realized that they had become models for students; students began to blossom. Good news phone calls are now made regularly; parents no longer wait for report cards to find out about a problem. Staff members work with parents to create practical strategies to help their children improve.

Focus on inferring. Using EQAO data, staff identified inferring as an area of greatest need. One strategy to develop inferring skills was improving teachers' and students' ability to ask good questions. That became a school-wide focus with anchor charts displayed in every room.

Climate of respect. Staff struggled to meet the academic needs of all students. A climate of respect and collaboration allows staff to share resources, work across grades and plan cross-curricularly. Learning benefits to students are evident.

All Grade 6 provincial assessment areas have shown steady and impressive improvement since 2004–05. In reading, whereas 43 per cent of students had met the provincial standard, the percentage in 2006–07 rose to 64. In writing, it went from 41 to 71 per cent, and in mathematics it went from 27 to a remarkable 70 per cent.

What we would like to learn with and from others ...

- how to build on the current level of engagement with parents from all parts of the community
- learn more about school-wide character development and how to embed it in daily practice
- use media literacy to teach with a global perspective

Networking for learning ...

- The school works with police in the community.
- Teachers work regularly with secondary and junior feeder schools.
- The school community takes part in all family of schools activities; the principal works collaboratively with the secondary school (e.g., around the Grade 10 literacy test).

> "Learning is complicated for kids . . . we'd like it to be easy, but it isn't always." *Parent*

Moving into the future ...

- build on the positive school culture (e.g., school-wide emphasis on character and global education)
- expand knowledge and implementation of differentiated instruction
- continue to examine data to inform teaching practice
- expand use of technology to address learning styles of students (e.g., SMARTBoards, assistive technology, WebQuests)
- continue cross-panel discussions to facilitate effective transitions

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St. Ann School

Thunder Bay Catholic District School Board

Thunder Bay, Ontario

About the school ...

St. Ann School is nestled at the foot of Mount McKay and offers Junior Kindergarten to Grade 6 programming to approximately 220 students. The Westport area has been identified as having one of the highest percentages of vulnerable children, in every domain, within the city of Thunder Bay. The school community includes significant numbers of rural and transient families. St. Ann also serves many Aboriginal families. The school is committed to openness, co-operation and service, supporting Christian values and academic excellence.

Approach and philosophy ...

The principal and staff work to create a culture of peace while helping each child reach their potential. Students follow the Five Simple Rules posted in every classroom. They celebrate successes at Skyhawk Spirit Assemblies, endeavour to solve problems peacefully and follow R-Talk (Respect, Responsibility and Results). Staff initiatives include improving student attendance and engaging students and parents. A beautiful Gathering Room helps to develop a sense of community, belonging, pride and identity for First Nations students. An outdoor Reflection Garden and Classroom for All Seasons have been constructed with the help of parent and local business partnerships.

Believing they can teach to high standards given the right conditions, teachers try to develop consistency in instructional language, routines, progressive discipline strategies and expectations. As part of the focus to engage parents and guardians, all classes have levelled reading materials that can be taken home nightly in customized book bags. The success of the take-home book program has led to other parent involvement initiatives, such as Focus Friday (bring your parent to school for an afternoon of reading), Family Games Night (literacy and numeracy games), and Family Word Bingo. The school community is dedicated to creating a welcoming, non-threatening environment for all parents, and especially for Aboriginal families.

High-yield strategies ...

The school credits a Boys and Literacy initiative for initially getting the school on the move. With student engagement as an intentional focus, the following high-yield strategies were implemented:

Activating background knowledge and making connections. To build students' schema and background knowledge, teachers undertook a careful review of resources, working out how to use conversations and day trips to local sites to help students extend their experiential foundations. With repeated modelling of making connections, along with multiple opportunities for practice within small-group discussions, students began to internalize thinking patterns. Now they are routinely challenged to make connections across subject areas and to their own life. Students develop flexible thinking and communicate their connections "in baby steps," but they now have more responsibility for their own learning processes.

Use of anchor charts and frameworks. Across the school, teachers use visuals to help students learn and to lead them toward independence. Anchor charts in the classrooms are touchstones for students. Classroom groups work together to produce anchor charts and repeat the process several times before students move to independent work. Techniques such as think-pair-share, co-operative learning, turning to your elbow partner and sharing published work reinforce learning processes. Prompts in the form of writing frameworks help students create connections in their responses and add enhancing details.

Common assessment across divisions. Involvement in the Northern Ontario Educational Leaders (NOEL) Oral Language

Project led to a deeper analysis and greater precision in Kindergarten receptive language instruction. The primary division used DRA and report card data, along with EQAO analyses, to determine areas for improvement and next steps. Using the primary DRA data wall, teachers identify students that need differentiated instruction, and now observe that every child can learn. In the junior division, CASI is being used and teachers have begun moderated marking as a way to ensure consistency.

Success after struggle ...

Junior literacy block. Staff wanted to construct a junior literacy block to continue the intentional work of the primary division. After working with two other schools to re-schedule the Native Language class, they collected and organized resources, book bins and so on. With the block in place, teachers worked to ensure that it included everything needed in a comprehensive literacy program, looking at a five-day cycle. They worked on consistent student engagement and calmness, and on students knowing what to expect and where to look for exemplars, prompts, cues and frames. It took perseverance and patience to develop trust to initiate independence while the teacher worked with the small group. Open doors in every classroom resulted in coaching and teachers learning together.

Transition from primary to junior. The staff wanted to move toward the entire primary and junior division taking responsibility and accountability for student success and to improve the transition between Grades 3 and 4. The Grade 4 teacher participated with the primary PLC to learn the strategies. With writing as the focus, they broke down the expectations in the guidelines and curriculum documents. The whole division looked at the curriculum, developed a continuum for writing and decided what could be done in each grade. They are now able to target individual and group interventions and go deeper by using student support workers and co-op students.

Provincial assessments for 2006–07 reveal substantial improvements in all six assessment areas over the previous two years. In Grade 3, reading and mathematics scores are well above the provincial standard with writing scores indicating major improvement; in 2004–05, all Grade 3 assessment areas were well below the provincial standard. The Grade 6 mathematics scores of some students are now at the provincial standard; in 2004–05, none of the Grade 6 scores were at the provincial standard.

What we would like to learn with and from others ...

- more about reaching at-risk students, engaging them and sustaining their self-worth and pride
- cross-school sharing of ideas on the use of data, followed by sharing (e.g., on inferring)
- making better use of resources for instructional purposes
- sharing differentiated instruction strategies
- consistency of assessment and application

Networking for learning ...

Within the board, opportunities exist for capacity building at principal meetings and cross-school initiatives (e.g., OFIP and Schools on the Move).

- Summer learning camp, literacy links and family literacy nights offered in partnership with Frontier College provide opportunities for students to consolidate their skills.
- Students' fundamental needs are met through the Red Cross, Boys and Girls Club nutritional programs, as well as staff contributions of warm clothes.
- Strong relationships with the high school, college and university add to resources for interventions.

> "We moved from that'll never work here to that did work!" *Teacher*

Moving into the future ...

- continue to set high expectations to drive student and teacher learning
- use assessment results to focus classroom practice, professional learning and the development and implementation of SMART GOALS
- continue to develop effective instructional strategies to meet the literacy and numeracy needs of all learners
- put into practice the use of school-based moderated marking in all grades for consistent assessment and program planning
- foster opportunities for positive parent engagement in order to support student achievement by strengthening home, school and community partnerships

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St. Barbara Catholic School

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Scarborough, Ontario

About the school ...

St. Barbara Catholic School offers Junior Kindergarten to Grade 8 programming to approximately 375 students who come from the surrounding multicultural community. For approximately 40 per cent of households, English is not the primary language. The school offers both intensive ESL and ELL support, with Saturday programs in Tamil and Tagalog. Co-curricular programs boost student confidence and pride in the school community. Many parents volunteer and attend school celebrations. The Family Literacy Centre teaches parents how to stimulate pre-schoolers' learning. Parents value the education the school provides, not only in academic subjects but also in principles for living.

Approach and philosophy ...

School climate. The primary goal at St. Barbara is to maintain a school culture in which students can learn and teachers can teach. This entails merging successful literacy and numeracy programs with a school disciplinary climate that is the collective responsibility of all staff. Student self-confidence and pride of school are fostered in a number of ways: a dress code that is easy to maintain, celebrations of learning that are scheduled regularly, and displays of student work visible throughout the school alongside descriptors of curriculum expectations and the concepts and skills being taught and learned.

Literacy is the key. Teachers believe literacy is key to behaviour change, that children need the words to be able to communicate their feelings, needs and learning. They provide homework to support witten or oral practice and encourage bedtime reading. School and classroom newsletters provide suggestions for parents to support student learning.

High-yield strategies ...

Assessment of and for learning. Teachers strive to give students facility with the language required for instruction and assessment. When students have not mastered the language of questioning that is integral to literacy and math learning, teachers change the language so that students can understand the instruction and have success on assessments. All teachers across grades and divisions implement the same anchor charts as aids to engage students in lessons. Teachers also collectively analyze data from EQAO, EDI, CAT3 and running records to define an area of focus. They also develop data walls to differentiate instruction, as in grouping students for reading according to the strategy being learned. Groupings are flexible and based on learning needs. Tracking student achievement begins in Kindergarten and running records are maintained and referred to year to year.

Moderated marking/alignment. Teachers work together to examine what students are doing. A concrete focus for dialogue enhances teacher understanding of where students are and what needs to be worked on. Understanding why a student is having problems with a concept allows the teacher to put specific strategies into place to assist the learning. Teachers examine the curriculum expectations, ensure they are being taught and then assess how well their students are attaining those expectations, constantly working together for better understanding and alignment.

Managing cultural change and redesigning the environment. Uninterrupted literacy and numeracy blocks are scheduled daily and strictly maintained. Reading buddies, student mentoring, differentiated instruction in class and special education supports are all part of the learning environment, reinforcing for students the importance of being literate and numerate.

Success after struggle ...

Time to learn/time to practise. Staff struggled with the need to maintain a focus on a teaching or learning strategy before introducing new ones. When evidence of student learning demonstrated more time was needed, teachers acknowledged this and became confident that time to learn and time to practise were essential for consolidation and application. They found that sticking with a learning strategy was often what made it work.

Focusing on how students learn. Staff discussions about students shifted from what students did or did not learn to a focus on how students learn. Teachers now have students explain and examine their work as well as provide samples of work at Levels 3 and 4. Together teachers and students discuss and underline the elements that make a piece of work a Level 3 or 4. Teachers report they want to know how students think; students are more engaged in assessment.

Comfort and trust. When staff started to move forward, comfort and trust gradually developed and professional learning became more collaborative. Now there is a collaborative focus within and across the primary and junior divisions, with board resource staff and student teachers included as learners on the team. Teachers feel that the environment is safe for taking risks and sharing.

Since 2004–05, results in five EQAO assessment areas show significant improvement. In Grade 6, scores on all assessments have risen substantially and steadily; the mathematics results have risen from 23 per cent of students at or above the provincial standard to a remarkable 79 per cent at or above in 2006–07; the writing score has doubled, rising from 46 to an impressive 92 per cent of students at or above the standard; and the reading score has risen steadily from 51 to 84 per cent of students at or above the standard. Recent EQAO results have boosted confidence in the school.

What we would like to learn with and from others ...

- strategies that work in other schools (e.g., how to teach inferring)
- how other schools work as teams
- how support staff (e.g., education assistants) can be involved in raising student achievement
- more about differentiated instruction – analyzing student work for learning, differentiating instruction based on student needs
- about common challenges and processes for moving forward
- how to have more students meet with success and at higher levels
- how to support the change process

Networking for learning ...

Networks for literacy and numeracy have become important to the teaching/learning process. Some of the networks in place are:

- a district-led principal team to build knowledge and capacity
- teachers' collaborative division and cross-division teams, book study groups and school learning communities led by board staff
- board staff modelling instruction, leading professional learning and working in class with teachers on identified needs – providing opportunities to network with teachers from other schools
- in-school and after-school programs and home-school connections (e.g., students engaging parents in homework, bedtime reading and explanations of their learning)

Moving into the future ...

- base instruction on assessment using the teach/learn model
- increase use of assistive-technology-based instruction using such programs as Dragon Naturally Speaking and Premier Suite
- increase use of SMARTBoards technology for classroom instruction and for data wall tracking and analysis
- develop a school-wide common understanding of assessment for learning
- expand knowledge and implementation of differentiated instruction
- further develop our professional learning network

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St. Dominic Catholic School

Dufferin-Peel Catholic District School Board

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Together We Learn

About the school ...

St. Dominic Catholic School, located in southeast Mississauga, is a Junior Kindergarten to Grade 8 school with approximately 250 students. They come from a wide range of social and ethnic backgrounds and reflect the increasing diversity of cultures in Mississauga. The school, opened in 1955, is the oldest elementary school in the board. A declining enrolment has led to discussion of a future boundary change. The school community of St. Dominic is committed to the pursuit of excellence while recognizing the uniqueness of each individual and the importance of educating the whole person.

Approach and philosophy ...

Collaborative approach. The common thread of collaboration is woven through everything that the staff does – with one another, with parents and with other schools. Teachers actively participate in team teaching and grade-level planning, coming together to share observations and reflections. The principal gives veteran teachers opportunities to serve in different roles, for instance, moving from one division to another.

A culture of learning. Setting high standards for themselves and for their students, all staff members engage in reflective practice. As students rise to meet the higher expectations, teachers begin to ask more complex questions and elicit richer responses. Parents become involved through evening presentations such as literacy nights and are encouraged to be partners in their children's learning. A home reading program, started with targetted funds from school council, has led to further parental involvement.

Shared and distributed leadership. At St. Dominic, leadership is distributed among administrators, teachers and parents, with numerous opportunities for leadership and growth available to staff. The principal models openness and respect for staff and a willingness to question the status quo of children who are not learning. Members of staff now engage in constructive questioning of one another to problem solve and to improve their practice.

High-yield strategies ...

Moderated marking and consistent, coherent practice. The staff has worked hard to reach consensus on how they mark; they have developed consistent criteria, anchor charts and exemplars across each grade, so that students know exactly how to meet the targets set for them. Students examine their work against a rubric, use anchor charts and exemplars to identify what is missing, and work to improve their answers to at least Level 3. Teachers maintain a common language and continuity to help students focus and engage in learning.

Data-driven decision making. This school has moved from assessment *of* learning to assessment *for* learning and assessment *as* learning. Teachers now use data to inform their instruction. When they work together to address a need identified by data, they focus sometimes as a division and sometimes as a whole school.

Teachers as reflective practitioners. Members of staff continuously engage each other in professional dialogue, posing questions and seeking answers to improve curriculum delivery for greater student success. Teachers have examined the language of questions and the differences in their instructional and assessment practices and have shown a willingness to change so that their students will do better.

Success after struggle ...

Change precedes moving forward. A number of changes were needed for students to become more successful. Initially, all members of staff had to come together to share their thinking and ideas. Once teachers committed to the belief that their students could attain the ministry expectations, they communicated to students that they could be successful. Increasingly, staff used data to inform their instruction, focusing on assessment for learning. Looking at why children were not achieving motivated the teachers to take on the responsibility for change themselves, using their strengths and talents to support student learning.

Explicit teaching in mathematics and literacy. By analyzing data, teachers identified that students were struggling with communication in mathematics. This led to focused instruction on teaching students how to explain their answers. To scaffold the learning, teachers used think-alouds and constant modelling, grouping children according to strengths and needs, and partnering with colleagues for small-group teaching. Teams (including the teacher librarian, support staff and student teacher) planned together so that instruction was consistent across the mathematics strand. In literacy, teachers started to examine common assessment results to inform their practice and improve instruction. On visiting another school that had achieved success in their literacy program, St. Dominic teachers identified strategies to try out in their own classrooms. They reflected on their own practice, collaborated with parents as partners and used assessment to drive their instruction. They struggled but achieved consistency. Each teacher, for example, now posts curriculum goals for the month on the entry door to the classroom.

Following a paradigm shift toward high expectations for all students, St. Dominic has made huge strides in improving its provincial assessment results, posting in 2006–07 its best scores in five years. Indeed, while none of the Grade 3 or Grade 6 assessment scores reached the provincial standard in 2004–05, scores in all six areas are now well above that mark with more than 85 per cent of students attaining Levels 3 or 4 in each of the six areas in the 2006–07 testing.

What we would like to learn with and from others ...

- more on the use of SMARTBoards, especially the interactive piece, for greater student success and motivation
- more about having children meet with success at their own pace, and celebrating individual successes
- what professional resources others are using
- more about numeracy – how to effectively use math journals
- how to use whole-school, cross-strand investigations

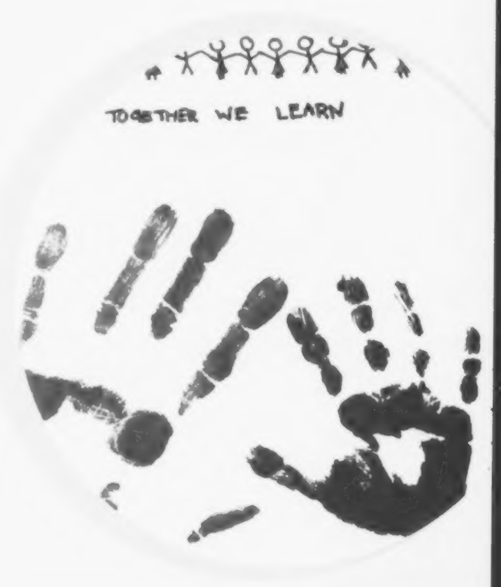
Networking for learning ...

- Within the school, teachers meet for moderated marking and grade-level planning. Outside the school, special needs teachers, ELL teachers and teacher librarians have network meetings.
- As a part of their interest in global education, the school has twinned with St. Dominic School in Trinidad, communicating now with Grade 2 and Grade 7 students, and expanding soon to other grades.
- The school works closely with the faculties of education, and has invited student teachers from OISE, York, D'Youville and Lakehead to work in classrooms. Upon graduation, many of these new teachers apply to work in the school.

> "Probably the most effective part of our approach is that you have to expect high results, and accept nothing less. Kids need to know they can and must achieve." *Teacher*

Moving into the future ...

- continue to provide opportunities for parents to become partners in their children's learning
- further explore data walls to develop increased awareness and suggested focuses from the data
- focus on incorporating non-fiction reading and non-continuous text materials into various subject areas
- utilize technology, including SMARTBoards and interactive student response systems
- reach out to other schools with similar focuses



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St. Francis de Sales Catholic School

Durham Catholic District School Board

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About the school ...

St. Francis de Sales Catholic School, located in a mixed residential community in Ajax, is a Junior Kindergarten to Grade 8 school with approximately 225 students, many informally identified with special learning needs. Built by the community over 50 years ago, the school is experiencing a decline in enrolment.

Previously identified as an underachieving school, the school's recent success is credited to the instructional leadership provided by the former principal. The current principal continues to build on the students' successes in literacy and numeracy. The school community is committed to the pursuit of excellence while recognizing the uniqueness of the individual and the importance of educating the whole child. Students benefit from having a supportive and knowledgeable school council and parent community.

Approach and philosophy ...

All children can learn. Staff members believe all children can learn, given sufficient support and assistance. Instructional approaches begin with the needs of the student, so teachers collect and analyze assessment data to differentiate instruction for learning. Teachers know their individual and team strengths; they challenge each other to go deeper in practice to better meet the needs of individual students and the collective. All members of staff share strong working relationships; they assist each other, both in and out of the classroom when trying new instructional techniques or in sharing subject-specific skills.

Focus on literacy. Successes in literacy are attributed to the implementation of Reading Recovery techniques by primary teachers as well as the establishment of common language and school-wide approaches in reading, writing and more recently mathematics instruction.

A "thinking" community school. Strong instructional leadership; caring, flexible and dedicated teachers; involved and supportive parents; and motivated and engaged students are integral to students' high levels of achievement. St Francis is a "thinking" community school, focused on literacy and numeracy. Teacher and parent talk is about learning, engagement in learning, meeting students' academic needs and preparing students for living in a world where social justice is needed and valued. Everyone is involved and is a learner at St. Francis de Sales Catholic School.

High-yield strategies ...

Mathematics learning. By providing students with just enough background knowledge to initiate problem solving, teachers engage them in conversations about their thinking. Sharing solutions and strategies leads students to analyze their mistakes and informs their thinking. Teachers may use a textbook, but it is now one of many resources. With displays of work in the hallways generating excitement about solutions and how students found them, mathematics instruction is catching on and now moving into the parent community. Teachers are finding that one result of student discussion groups is that no student gets left behind in mathematical thinking. Stressing to students that mistakes are part of the process and that thinking happens in different ways, teachers see that students get more from and take more chances in a group setting.

Literacy. Analysis of assessment data guides teachers in selecting specific comprehension strategies for attention. Making inferences was one area, for example, where the data clearly indicated the need to change practice. Teachers talked together and shared their conversations with students.

Together they now create anchor charts, posters and tasks to guide student inferring and understanding.

Use of organizers as building blocks. Teachers use organizing tools to give students a starting point for their writing. For example, students have been taught to use "Answer, Provide proof, Extend" (APE) to expand and clarify their answers to questions. Organizers help students frame and build responses and make connections. When students are not able to formulate a question, they are encouraged to expand their thinking using an "I wonder" extension. Using organizers, from Kindergarten on, teachers build a common language across classrooms and common building blocks to enhance student thinking.

Success after struggle ...

Capacity building with parents. In order to involve all parents, a number of strategic decisions were made to elicit involvement. Each spring, for example, Kindergarten parents are invited to a workshop on how to encourage language development and reading readiness. On the first day of school, parents also attend a workshop on effective support for learning at home. Careful consideration is given to building parent capacity as new ways of learning and assessing are introduced in the school. As teachers changed their mathematics teaching, parents were given a workshop to support children's math thinking at home. Timely support gives parents common strategies that work and also creates a parent network.

Balanced literacy – building oral language. Staff understood that having a common language across grades and divisions would enrich conversations, improve vocabulary and push thinking and learning in a way that includes all students in classroom learning. One challenge is to remain involved in listening so that students are not feeling rushed or dismissed. Teachers now start by building oral language, take time for modelling and push student conversations to a higher level.

"We are living, 'It takes a village to raise a child'." *Parent*

Results in all Grade 3 EQAO assessment areas have improved significantly over the past several years, with over 90 per cent of students meeting the provincial standard. Grade 6 reading and writing assessments are now above the provincial standard, with Grade 6 mathematics missing the provincial standard by one percentage point. Five out of the six assessment areas in the school show improvement of at least 20 percentage points since the 2004–05 assessments.

What we would like to learn with and from others ...

- more about differentiated instruction using the School Effectiveness Framework
- how to expand our repertoire of instructional skills to better meet individual students needs
- ways to consolidate practice in numeracy
- ways to consolidate rubrics across schools
- more about effective practices for embedding professional learning

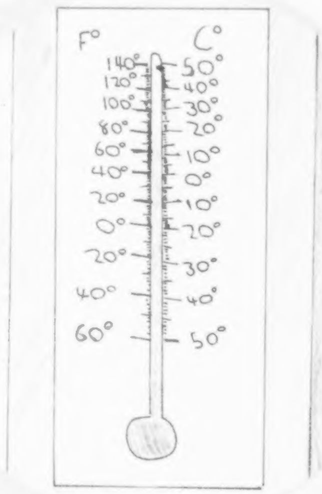
Networking for learning ...

- Collaborating within and across divisions is natural and part of everyday practice. Teachers reach out to each other seeking solutions, extensions and refinements in practice to meet students' needs.
- Individual and collective professional learning is guided by the student achievement team within the school. The content is always guided by student needs, professional reading and research that will enrich their practice.
- Formal and informal networks are in place to support school administrators' growth as instructional leaders.
- Multiple informal collaborations with colleagues in the district include visitations, joint workshops and cross-school visits.

Moving into the future ...

Using the School Effectiveness Framework as a guide, staff will be working on

- differentiated instruction
- acquiring new teaching skills in mathematics
- assessing students' mathematics knowledge using a mathematics continuum tool



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About the school ...

St. Francis of Assisi Catholic School offers a Junior Kindergarten to Grade 8 program to 460 students, including ELL and special needs learners. Parents recognize that staff has the best interests of students at heart and share a common purpose in helping students realize their potential. The school council provides time, effort and resources that are specifically linked to school goals for teaching and learning. The school community is excited about school improvement initiatives that include PLC Group Mentoring, the New Teacher Induction Program (NTIP), powerful assessment initiatives and a successful parent engagement partnership. The school plan is closely aligned with board goals and the strategies of the School Effectiveness Framework. The principal, superintendent and board consultants use a targetted and supportive approach to ensure student success.

Approach and philosophy ...

Character development. A strong character education program is linked directly to Gospel values. Six lifelong character attributes chosen by the school community inform all school and classroom activity and learning. The attributes are brought to life in shared expectations for teachers, parents and students and reinforced in peer mediation, anti-bullying and bridge programs (i.e., in which students earn a high school credit).

Networks and partnerships. A strong commitment to networking within school divisions, with teachers from feeder high schools and family-of-school members, builds capacity and enhances professional development. Networking opportunities include a powerful NTIP program, PLC meetings within school divisions and support from the board primary and junior co-coordinators. School meetings are focused and purposeful. The environment promotes reflective dialogue, encouraging teams to collaborate and implement effective strategies, with time to ask questions and gain confidence. A strong partnership with Wilfrid Laurier University and its faculty of education benefits both the school and the university.

Precision and planning. The focus on enhanced teacher practice and improved student learning informs decision making and guides staff on the best use of student and teacher time, the acquisition and targetting of resources and the deployment of support personnel. Purposeful staffing, careful scheduling of planning time, attention to monitoring and assessing progress, and targetted resources – all contribute to success in the classroom, school and board. Teachers, school administrators and the board superintendent share a commitment to alignment and the benefits derived from a coherent approach.

High-yield strategies ...

Coherence at all levels has led to board and school-wide implementation of specific high-yield strategies:

Assessment for learning. Assessment strategies focus on self-assessment, peer assessment and student-built rubrics. Teachers try to involve students in building the tasks to be assessed, to keep the language student-friendly, to help students understand expectations and to provide effective and useful feedback. Conversations among teachers have led to spin-offs in a variety of cross-curricular areas. Students are engaged in practising their skills as assessors. Early analysis, supported by classroom data on student self-assessment and peer assessment, indicates improved consistency and effectiveness as "even the reluctant kids are swept up in the enthusiasm of the keeners."

Professional learning. PLCs within the divisions have ensured coherence and consistent messaging. The focus is on student needs and problem solving around appropriate interventions. Formal and informal dialogue have built a climate of trust and a willingness to move out of comfort zones to dig deeper into professional practice. Teachers recognize that the examination of best practices, sharing and problem solving have contributed to their skill development and confidence. The regular opportunity to talk, reflect and analyze has meant that staff members are more willing to take risks.

Parent engagement. Strong home-school relationships enhance students' progress. Parents value open communication and a problem-solving approach. Teachers encourage dialogue with parents through the agenda, email and informal meetings. The newsletter column "Parent to Parent" contributes to an understanding of the school and home partnership. Parent surveys help determine materials purchased for literacy carts and boys' literacy selections. Parents participate actively in EQAO information sessions and curriculum nights. The council facilitates communication and community input to the school, supports a number of initiatives (e.g., Falcon Feet, Random Acts of Kindness, literacy carts and many others) and works to link their initiatives to the school plan.

Success after struggle ...

The collaborative environment, partnering and networking that currently exist required a tremendous amount of time, commitment and risk taking.

While welcoming the move to a more balanced approach and a focus on assessment for learning, teachers struggled with the amount of time required to conference, deconstruct and analyze the data and maintain the momentum and consistency across divisions. The opportunity to reflect and brainstorm with colleagues made the explicit teaching doable.

In 2004–05, three assessment areas had below 50 per cent of students reaching the provincial standard and another three below 60 per cent. Today, five of the six assessment areas have 60 per cent or more students at Levels 3 or 4.

What we would like to learn with and from others ...

- Having ventured into many of the high-yield literacy strategies, the staff is interested in a similar examination of explicit teaching strategies for numeracy.
- The solid understanding of effective assessment strategies has heightened curiosity about differentiated instruction and assessment tools for the English language learner population.

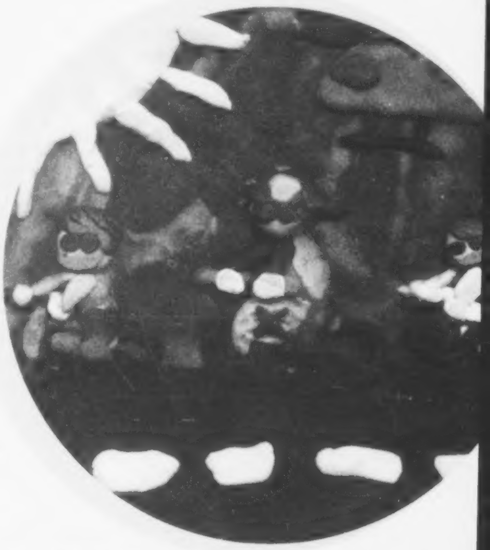
Networking for learning ...

The Leading Student Achievement initiative has fostered principal and vice-principal networks within and across boards. Through the Schools on the Move program, the principal has contacted and visited principals to learn from their experiences and school journeys. The School Effectiveness Framework is providing further incentive for growth and St. Francis has agreed to host the district review team so that together they can "test drive" the board's review process – further evidence of St. Francis's enthusiasm for intentional and purposeful learning!

> "This school taught me about the value of the parent partnership." *Parent*

Moving into the future ...

- focus on assessment *for/of/as* learning
- continue to provide opportunities for reflective dialogue, teacher moderation and the collaborative assessment of student work
- engage students in their learning using student-created rubrics, portfolios, etc.
- expand knowledge of differentiated instruction and develop an "NTIP Before and Beyond" PLC
- enhance the literacy carts with additional resources that reflect girls'/boys' surveyed areas of interest
- partner librarian and classroom teachers in literacy skill development
- link character attributes to the Gospel values and to our bullying prevention initiative



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St. Francis Xavier Catholic School

Catholic District School Board of Eastern Ontario

Brockville, Ontario

About the school ...

St. Francis Xavier is a Kindergarten to Grade 6 school in downtown Brockville. The school has 220 students, approximately one-third with individual educational plans. Many families experience the challenges of living in an area where job opportunities are limited. The school offers a breakfast program, a before-and-after school program (in partnership with a local community agency) and a full-day Ready to Learn program for Kindergarten-aged children. The junior division is piloting an intensive French program for Grade 5 students. The board, staff and parents work together to create an inviting school which is responsive to students' learning needs.

Approach and philosophy ...

Culture of family. The warm and caring atmosphere supports effective learning. In partnership with the school council, staff members have worked to improve student behaviour to make the school a place where everyone is safe, proud and happy. To nurture positive learning and strengthen bonds to one another, they have established traditions which create the sense of a "caring family" within the school (e.g., Breakfast Club, Healthy Snack Baskets, Social Justice Programs, Roots of Empathy). The focus is on "catching a kid doing something good." Parent and community volunteers work regularly in classrooms as members of the school family.

Collaborative team work. Working as a team, staff members are responsible for every child and for each other. Continuous program planning, in grade, divisional and cross-divisional teams, ensures consistency across grades. In establishing instructional goals, teachers make collective decisions on strategies for literacy and numeracy programs. Professional talk is about learning and the ongoing supports that such learning requires. The teacher librarian, French teacher and literacy coach play an integral instructional role, taking individual children or small groups of students for literacy concept and skill practice.

High-yield strategies ...

Differentiated instruction. The in-school DI coach works in classrooms with teachers to support differentiated instruction, while teachers plan together how to meet individual student needs. Teachers model strategies with students to ensure consolidation of practice. Students have several options for taking in information, making sense of ideas and expressing what they learn. Those needing a "boost" receive extra practice through focused small-group learning to build and reinforce literacy and numeracy strategies. Classroom teachers hope to receive a Teacher Learning Grant that will extend their learning using DI into the areas of mathematics and assessment for learning.

Comprehensive literacy. Teachers help students integrate literacy skills across the curriculum, using guided reading and writing in social studies and science and using specific resources that align to curriculum expectations, instructional practices and learner needs. Analysis of data has been used to group students and to develop instruction. The teacher librarian supports literacy in every classroom, and specifically with students in cross-grade groupings. She purchases resources for the library that meet individual learning needs.

Common instructional practices. Teachers work to ensure instructional routines and practices are consistent across divisions. They share effective instructional strategies and plan together, for instance, when and how the traits of writing will be taught. They establish common expectations for achievement; for example, consistency is achieved in writing when learners can practise and apply writing conventions in their social studies program. The primary division has structures in place to promote consistency in the delivery of guided reading. Teachers open their doors to model, share, learn and communicate student progress over time.

Success after struggle ...

Balanced day. Teachers felt they were being asked to implement many new initiatives and to integrate learning across the curriculum. They needed to rethink their planning to implement changes in program delivery. The balanced day schedule has made that possible. Being part of the decision making involved in making the balanced day a reality has helped teachers feel valued. The implementation of a balanced day has created a timetable to provide large blocks of uninterrupted learning, so students have more time to process their learning and support each other. Fewer interruptions have meant increased time on task as well as improved success in learning.

Building behaviours for learning. Students are encouraged to take part in extra-curricular activities and become active, responsible members of the school community. A renewed commitment to care for children energized staff, parents, students and the community at large. The parent community rebuilt the school yard to provide opportunities for healthy physical activities during and after school. Nutrition was ensured thorough a breakfast program, snacks and hot lunches. Social skills development fostered feelings of safety in children. By developing a school family which includes everyone and grounding students in healthy structures and proactive routines, learning has improved.

In 2006–07, five of the school's six EQAO assessment areas were considerably above the provincial standard of 75 per cent or more students achieving Level 3; in sharp contrast, in 2004–05, none of the school's assessment areas met the standard. All Grade 3 assessments now stand above 80 per cent, with Grade 6 reading and mathematics also above 80 per cent.

What we would like to learn with and from others ...

Staff would like to learn more about:

- teacher moderation to address student learning
- meaningful use of data walls and the system database for more precise instruction
- collaborative assessment for instruction

Networking for learning ...

Ongoing networking and collaboration occur at family of schools, divisional and full-staff meetings. The school is active in many partnerships including:

- community groups (e.g., a Ready to Learn Program with local daycare to augment and support the Kindergarten program; Big Sisters and "Girl's Inc" for in-school mentorship support)
- Child and Youth Wellness Centre (e.g., evening parent workshops)
- Procter and Gamble (e.g., school beautification project)
- parish members (e.g., school breakfast program, grandparent volunteers)

> "Given so much is new and it has been a long time since we were in school, it can be challenging to help our children with homework. It only takes a note back to the teacher and the next day we have an explanation of how it is to be done." *Parent*

Moving into the future ...

We are focusing on:

- differentiated instruction across all grades and subject areas
- authentic assessment practices to help us become more precise in our instructional strategies and teaching methods
- strengthening our professional learning community
- continuing to provide opportunities for students to participate in extra-curricular activities (e.g., arts, sports, clubs)

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St. Gabriel Catholic School

Brant Haldimand Norfolk Catholic District School Board

Brantford, Ontario

About the school ...

St. Gabriel Catholic School is located in a suburban community in Brantford. This Junior Kindergarten to Grade 8 school serves approximately 580 students from the surrounding, largely middle-class neighbourhood. The school has a close relationship with the adjacent Catholic secondary school. The parish priest and many community partners, including police, firefighters, librarians and public health staff, are regular visitors. The school enjoys strong parent and volunteer support. The school council directly supports the school improvement plan, focusing its efforts on expanding parents' understanding of the current educational theory and practice.

Approach and philosophy ...

Alignment and support. The school's effort for continued improvement in student learning is consistent with and strategically supported by the board's improvement plan. The board has provided high-quality professional development and resources, enabling school staff to identify and work on common goals and to implement high-yield strategies to increase student achievement. The principal, vice-principal, teachers and parents are committed to transparency in expectations, resource allocation and monitoring at the school level – a transparency that reflects the board's commitment. The intent at St. Gabriel is to pull together the many key elements of a successful school, building a vibrant learning culture for the adults and students who share the school community.

Organizing for continuous improvement. Staff members examine their processes, practices and structures to maximize time, energy and resources in support of student learning and achievement. This effort includes analyzing student data to better allocate resources, using the School Effectiveness Framework to revisit and realign the school plan, implementing the balanced school day with literacy and numeracy blocks, eliminating interruptions to instructional time, organizing classrooms to facilitate teacher and student sharing, and establishing schedules that support professional collaboration and common planning.

A caring community. Staff, parents, students and community have a strong partnership that is integral to student success. Within the "family environment," shared values are instilled and shared goals pursued. Character attributes and values are explicitly modelled, taught and integrated into all aspects of the school day. Continuous and open communication characterizes the relationship between home and school.

High-yield strategies ...

Collaboration and teamwork. Teachers describe a professional community in which every individual – experienced teacher, expert, beginning teacher, administrator – contributes to the whole. The professional community incorporates team planning, teacher moderation, data analysis, problem solving to meet individual student needs, instructional strategies and techniques. Members of staff enhance teaching and learning by participating in professional development sessions, sharing and supporting immediate implementation of what is learned, working together in grade teams and effectively using time and resources. Teachers as well as in-school and board support staff share and leverage expertise, constantly reflecting on their practice to assess its effect on student learning.

Data analysis to inform instruction. Members of staff have become highly effective in analyzing and using multiple sources of data for priority setting and development of SMART goals. Using EQAO data and gap analysis, teachers compare their own school and division results with provincial results and their other data. They regularly use the board's data warehouse, comprising school, division, classroom and student data, and have established their own data walls.

The next step is to begin to capture data longitudinally across grades.

Precision and focus. The ability to understand data is matched by an equal commitment to ensuring that data are used to inform instruction. For example, equipped with specific information about each child's text level, accuracy rate, fluency rate and comprehension level, teachers target instruction to flexible and fluid groupings. The same data, paired with teachers' ongoing classroom assessments, highlight how to differentiate instruction. Data results also provide a focus for purchasing resources that connect with the curriculum goals and with the interests and needs of students. While the process identifies what the teacher needs to teach the student, it also identifies what the teacher needs to learn, thereby informing the next steps in professional learning.

Success after struggle ...

Staff members describe the change process as starting small, but then "piggybacking" from year to year. Their professional learning in instruction and in leading change was informed by the clear accountable expectations, supportive structures and professional development strategies established by the board. Webcasts from the LNS – on professional learning communities, differentiated instruction, mathematics instruction, teacher moderation and character development – were also beneficial. To learn more about successful strategies, the staff connected with schools in the board that were having success improving student learning. The school mirrored the planning and implementation processes modelled at the board level. Teachers continue to build on success, to reflect on next steps, to learn on behalf of their students and commit to continuous improvement for their students and for themselves.

In 2004–05, scores in all six EQAO assessment areas were below the provincial standard. Today, scores in all of the Grade 6 assessment areas are above the provincial standard. Major progress has also been made in the Grade 3 assessment areas, with scores in all three areas improving by more than 10 percentage points since 2004–05.

> "Some people call it teaching to the test.
> We call it teaching what children need to learn."

What we would like to learn with and from others ...

Staff would like to learn more about:

- effective writing strategies
- exemplars reflecting the revised curriculum
- assessing differentiated instruction
- curriculum mapping
- improving student learning through PLCs

School council would like to know more about:

- sharing with parents without overwhelming them
- making parent learning incremental
- creating an engaging, informative website to involve parents and track data to support the school plan

Networking for learning ...

Within education circles and the community, St. Gabriel's staff is building networks that enhance opportunities and learning for students, including:

- formally organized opportunities to connect with peers and colleagues and less formal networks in response to their identified needs
- system-supported networks, such as learning coaches in schools, triads to cluster schools, family of schools groupings
- networks and partnerships with the secondary school (e.g., sponsoring co-op placements), police (DARE program), parents (Stop the Bullying program), volunteers (classroom support to teachers)

Moving into the future ...

- implement differentiated instruction more fully
- continue to provide time for professional learning communities at the school/divisional/grade level during the school day to explore instructional strategies, resources and grade-level planning for teaching and assessment
- use high-yield strategies in literacy and numeracy that incorporate a higher-order-thinking taxonomy

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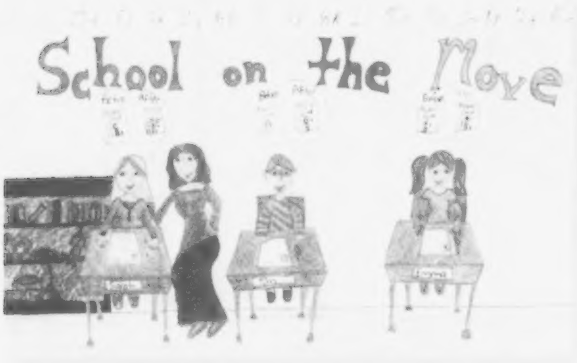
St. Patrick Catholic Elementary School *Peterborough*

Victoria Northumberland and Clarington Catholic District School Board

Peterborough, Ontario



About the school ...

St. Patrick Catholic Elementary School is a caring, welcoming Junior Kindergarten to Grade 8 school in Peterborough, serving about 290 students with diverse academic, physical, social, spiritual and emotional needs. Families work hard to support their children's learning with assistance from teachers, support staff and community agencies. Many students have moved in and out of a number of elementary schools, and regular attendance is a challenge. School council, along with parent volunteers, assists with an in-school nutrition program, special school-community events and field trips.

Approach and philosophy ...

"Here comes everybody." Staff members believe that collaboration and a focus on their vision have created an inclusive, high-achieving and safe school community. With Thomas Groome's *"Here comes everybody"* as the guiding philosophy, the principal and teachers welcome everyone who joins the school community. Staff members work together to ensure that all learners believe in themselves and their ability to succeed. Teachers begin with a child's current understanding, going on to set high expectations for learning.

Collaborative work. With a view of one another as learners, teachers work collaboratively to ensure that literacy and numeracy instructional practices, strategies, assessments and evaluations are common across grades. Teachers share professional learnings, reflections on practice and actively seek each other out to question practice, share and celebrate.

Assessment for learning. Teachers collect assessment data to carefully track each student's progress; they align instructional practices and resources to meet learner needs. Differentiated instruction is evident in all classrooms. With measurable goals in literacy and numeracy, teachers identify the instructional strategies, structures, resources and supports needed to improve achievement.

Educating the whole child. Students are further supported through social and cultural enrichment programs that engage them in learning about science, social justice, the arts and the environment. The principal and teachers work in partnership with school council, parish, and district administration and with community agencies to support the whole child.

High-yield strategies ...

Literacy block. When student achievement results indicated that interruptions were preventing students from applying their learning for sustained periods of time, literacy blocks were established. To overcome students' difficulties with transitions, teachers structured calm and time-sensitive learning environments that support engagement. Benefits include more teacher time to focus meaningfully on sound literacy strategies. Multiple opportunities to model are created for both the whole class and small groups. A gradual release of responsibility ensures students are secure with a skill before they are expected to use it in independent practice.

Writing and reading connections. To engage students, particularly boys, in writing, assignments are both purposeful and closely linked to the reading program. Teachers work with students on the connections between their reading and writing to understand each child's writing needs and style. Students support their writing using classroom anchor charts, organizers and frameworks as well as rich vocabulary charts. A published writer worked with students over time to enliven the writing process, resulting in students' books becoming part of the school library collection.

Assessment. Common assessment tools help teachers develop a uniform understanding of the assessment as well as ways to analyze student learning. Divisionally, teachers take ownership of the assessment results, working to support each other in meeting every student's needs. Students are considered individually and in clusters for targetted instruction. Electronic tracking will further support more precise instruction. A supportive district exposed teachers to authentic benchmarking experiences to begin learning conversations, successfully bringing greater consistency in language, concepts and practice.

Staff now works as a unit, taking ownership in a climate of trust and safety to support students' needs.

Success after struggle ...

School culture – A focus on students. Recognizing the changing demographics of the school community brought staff to a collective commitment to ensure inclusion and success for every child, including those with highly specialized needs. This acknowledgement required staff to differentiate and expand instruction, focusing on rich literacy and numeracy learning for all students. To meet diverse student needs, teachers had to unite, strategize together and become resourceful, "learning to learn" to enhance student learning and thinking. The collaboration soon included support staff within the school and at the district level. Building such a collaborative culture led to an energized learning community.

Changes in district expectations. With higher expectations from the district in terms of grade benchmarks, staff committed to equally high expectations for all of their students. Supportive structures were put into place, including divisional meetings in which shared leadership actualized changes in practice that were also reinforced by ongoing district in-service.

Results in Grade 6 reading, Grade 3 writing and Grade 3 mathematics are now at or above the standard set by the province; in 2004–05, results in these assessment areas were significantly below the provincial standard. Major strides were also made in Grade 3 reading, Grade 6 writing and Grade 6 mathematics, each improving by at least 12 percentage points.

What we would like to learn with and from others ...

- ways to provide rich cultural and social experiences for students
- how to meet highly specialized learning needs
- structures to create time for teacher collaboration during the school day while providing students with rich learning opportunities
- ways to deploy resource staff and group students to maximize learning and resources
- integration of assistive technology for literacy and numeracy learning

Networking for learning ...

- local college and university students in education programs engaging with staff and students, developing skills in all partners (reciprocal learning)
- staff involvement in multiple district initiatives, including writing teams that support student learning
- informal collaboration to improve instruction and track student learning across grades
- instructional leaders in partnership with the supervisory officer undertaking analyses of school data and inquiry, leading to changes in group thinking, learning and commitments, and ultimately understanding the need to differentiate resources for schools

> "We have a reputation for collecting like-minded people who want to work with our children and help them be happy and successful." *Principal*

St. Patricks
is the School on
the move

Moving into the future ...

- continue to focus attention on writing – generating and organizing ideas and writing for an intended audience
- expand the role of our in-school "literacy partner," providing even greater support to teachers
- continue to focus on number sense and numeration at all grade levels
- integrate newly purchased SMARTBoards into classroom instruction and assessment practices
- build and strengthen partnerships with our parents and community organizations

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St. Paul's Catholic Elementary School *Peterborough Victoria Northumberland and Clarington Catholic District School Board*

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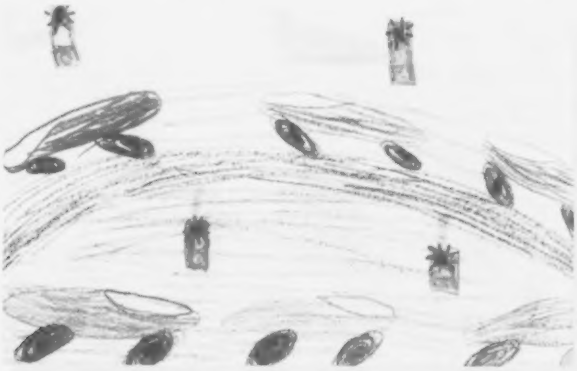

About the school ...

St Paul's Catholic Elementary School is located in a small residential rural community. The school has 225 students, approximately 35 per cent of whom are Aboriginal and live in Curve Lake. Some students attend heritage language programs and many are engaged in leadership and co-curricular programs that develop self-confidence and pride in the school community. St. Paul's is supported through district initiatives that target support for the identified needs of the school community. The board recently supported teacher development in literacy and numeracy through resources and release time as well as professional learning and planning opportunities across schools with similar improvement goals. Staff, parents and students recognize relationships as critical to education and share a sense of belonging within the school.

Approach and philosophy ...

Student-focused programming. St Paul's teachers deliver optimal literacy, numeracy and social justice programs as they build upon each child's learning. The school emphasizes the importance of common goals and consistency in practice, meeting student needs and fostering responsible citizens. A book room offers levelled reading selections that are gender, culture and age appropriate. Home-school communication and homework strategies, focusing on literacy and numeracy, are seamless from JK onward and align with current research philosophies. Support for homework is available during the noon hour and after school to give consideration to students' home and community commitments.

A learning community. The St. Paul's staff has developed a professional learning community that meets to analyze data and to coordinate teaching and assessment strategies based upon effective practices and research. The assessment framework identifies learning strengths and needs as well as the resources available to develop intervention strategies.

Character education and social justice. This school is committed to character education and the virtues associated with social justice. Staff and students reach into their own community and beyond to help others less privileged, for example, adopting a community in Africa, personally supporting Afghanistan children through our Canadian forces and striving to make a positive impact on the environment.

The school leadership ensures that teachers and students see themselves as members of this community, celebrating strengths and meeting everyone's needs. The school uses cyclical processes to improve.

High-yield strategies ...

Social and cultural inclusion. Staff members purposely engage students in academic and social emotional learning to enhance their self-esteem and sense of belonging within the school community. Cultural background, values, beliefs and practices are honoured through participation in community celebrations, classroom instruction and reaching out to the community. In every classroom, the curriculum honours students' customs, artifacts and background. Trust and security are cornerstones of the school community.

Differentiated instruction. Teachers identify students' learning styles using diagnostic tools and share the analysis with students. Resources are selected to engage students in learning, for example, graphic novels and non-fiction texts. Students now advocate for resources and approaches to best meet their needs. Assistive technology engages and motivates students to learn and creatively demonstrate learning.

Structured literacy program. The literacy program is structured across classrooms and grades to build consistency. A variety of resources in each class, including word walls, are literacy focused and cross-curricular. Routines are put in place early in the year to help students select and read independently. Enriched library resources include non-fiction reading material. Daily guided reading is supported by resource personnel working alongside classroom teachers, while guided reading tables set the tone and indicate the importance of reading and of teacher-student dialogue. Explicit instruction in the traits of writing, opportunities for diversified writing across the curriculum and the use of writing exemplars have improved writing quality.

Success after struggle ...

Attendance. To improve student achievement, staff undertook to improve regular school attendance and parental support for learning. A monthly attendance award now recognizes students in the presence of their peers. Moving away from traditional disciplinary practices and implementing in-school supports for behaviour have helped demonstrate the value of being in school. As the overall climate has become more positive and inclusive, more parents have supported the school, leading to better attendance. Having students in school, participating in classroom programs and attending to the planned learning have resulted in improved achievement.

School literacy support. To get students excited about reading, the first step was remaking the library into a comfortable and inviting "kid friendly" setting. Students now find a variety of resources that interest them, including magazines and non-fiction texts. The newly appointed teacher librarian stimulates student interest through book talks, battles-of-the-books and links to the public library.

Results in all six EQAO assessment areas have improved substantially since 2004–05 when results in none of the six assessment areas reached the provincial standard. In fact, five of the six assessment areas in the school exceeded the provincial standard in 2006–07. Although not at the provincial standard yet, Grade 6 writing results rose from 32 to 68 per cent of students attaining Levels 3 or 4 over this period.

What we would like to learn with and from others ...

- enhancing hands-on learning and problem solving in a math learning block
- planning for connected and fluid learning through subject integration
- more about interactive learning using assistive technology (e.g., SMARTBoards)
- joint work with other schools serving Aboriginal populations
- joint work on improving student writing

Networking for learning ...

- In-school meetings focus on collaborative programming; divisional meetings on analyzing students' literacy and numeracy needs, sharing resources and teaching strategies, organizing for learning and planning classroom environments.
- District networks for teacher learning occur by grade.
- A learning consortium of four schools, coordinated by the superintendent, engages principals in the analysis of achievement data, goals for improvement and identification of programs to be implemented. Schools monitor their progress and report monthly. Staff members from the four schools meet together for capacity building on PA days.
- The family of schools meets regularly to share and discuss professional reading for possible action.

> "Our goal is to use technology to differentiate learning and to motivate students to learn." *Teacher*

Moving into the future ...

To work on measurable goals without limiting expectations, the principal and staff have identified three goals:

- integration of assistive technology
- organization of time to maximize instruction
- optimal use of human and curriculum resources to improve learning

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RESPECT!
Faith
Community
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About the school ...

St. Peter Catholic Elementary School is a caring community school which offers a Junior Kindergarten to Grade 8 program to 430 students. The student body, primarily of Italian descent, lives in a mixed residential area of Woodbridge. The school provides ESL programs and hosts international language instruction in Italian during an extended school day. Identified six years ago as a "targeted school," due to low performance on provincial assessments, board direction and support began a re-culturing process that improved reading achievement through early interventions, literacy blocks, guided reading and power writing. Working collaboratively with staff members, the school council is knowledgeable about the school and proud to be part of the school community. The school fosters respect, for self and others, and for school and community.

Approach and philosophy ...

Setting high achievement goals. Everyone at St. Peter understands that change takes time, patience, intention and support and that change is about meeting all students' needs. Change also means attaining the high standards set. Believing all children can and will learn, staff members set aggressive goals for student achievement and high expectations for learning.

Creating a culture of and for learning. St Peter is first and foremost a learning organization; teachers, students and parents all approach instruction and co-curricular supports as learners. Using all available opportunities for professional dialogue, teachers focus on explicit instruction and assessment strategies, student progress, changes in practice, use of resources, curriculum expectations and celebrations of student learning. A high degree of professionalism is recognized and practised in and across staff, parent, administration and community member groups.

Collaboration and ongoing communication. Open, inclusive and regular communication about learning is viewed as pivotal to the school's success. Teachers collaborate and question to ensure that instruction and assessment strategies, learning and human resources, and the time to learn are valued, strategically deployed and shared.

High-yield strategies ...

Modelling. Teachers model in all subject areas – to teach, re-teach, practise and assess student and teacher learning, and to build parents' knowledge about the program. Students use modelling in paired and group peer learning. Teachers model talking about thinking, questioning, use of anchors, graphic organizers, good reader behaviours, respect, self-reflection, concepts and skills to be learned. They also model what high expectations look like and how to achieve at higher levels. Using a gradual release of responsibility model, they begin with modelling and lead students to independence.

Alignment of curriculum and instruction. Members of staff have worked for alignment within and across grade levels and divisions. Agreements are reached on themes, concepts and skills, and on when they will be taught and what instructional strategies will be employed. Collaboratively developed lessons, thematic studies, teaching resources and assessments are aligned by all teachers within a grade. Teachers dialogue continuously on what worked or didn't work in lessons and assessments. All assessments are linked to the curriculum expectations and frequent references to the expectations are part of teacher practice. Teachers team teach, mentor each other and practise flexible scheduling to meet student needs. They welcome each other into their classrooms for help and professional feedback. They find the greater degree of alignment has helped them become more "assessment sensitive."

Home-school partnership. An independent home-school reading program involves teachers assessing student reading levels and providing independent reading materials to be read at home. Students are assessed when they complete a level. Parent volunteers are given training in how to assist students with independent reading. The school council provides support by ensuring teachers have needed curriculum resources. The staff brings parents and the broader community into the school to foster student learning through volunteer programs, parent learning sessions and celebrations of learning.

Success after struggle ...

Re-culturing process. Being identified as a target school was the impetus for staff to change. Staff members needed to develop a collective understanding that what they had been doing was not leading to high student achievement. They worked to develop a collective attitude and commitment to be learners and to have all students learn to a high standard. They do not view the process as a struggle, but rather as what needed to be done for their students.

Teacher collaboration. At one time, collaboration was sporadic, but staff decided they would collaborate to improve their practice and enhance student learning. They now collaborate to acquire and allocate resources, plan for instruction and assessment, and maximize teacher strengths for increased student learning and parental engagement. Staff members see each other as experts and this has contributed to a risk-free environment for learning.

Performance in five of the six assessment areas is now at or above the provincial standard, with scores in the sixth area, Grade 6 writing, very close to the set standard. In sharp contrast, in the 2004–05 assessment, results for none of the six assessment areas were at the provincial standard. Of special note, in all of the recent Grade 3 assessments, at least 90 per cent of students attained Levels 3 or 4.

What we would like to learn with and from others ...

- meeting the diverse needs of diverse students
- composition of literacy/reading programs
- teacher-developed resources (concrete samples of rubrics, assessments)
- journalling in reading, writing and math
- instructional themes others are developing and implementing
- narrative writing in Grade 1

Networking for learning ...

- Staff members have created a strong internal network that includes parents and board support staff. They have moved from being primarily collegial to professional collaborative. Their strengthened relationships have increased student achievement.
- Divisional, grade-level, whole-staff, family-of-school and district professional development and planning sessions provide teachers with opportunities to learn with and from each other.

> "An ongoing challenge is seeing the gaps and coming to learn what to teach next, how to get to higher-level thinking." *Teacher*

Moving into the future ...

- continue to emphasize the importance of staff development and resources as the keys to effective implementation of literacy and numeracy initiatives
- focus on appropriate and timely interventions to identify strategies, preventative measures, additional services and supports for students in need
- consolidate a positive school culture through open and continuous communication among home/school/church
- through professional learning teams, dialogue and share best practices in order to enhance teaching and learning for all

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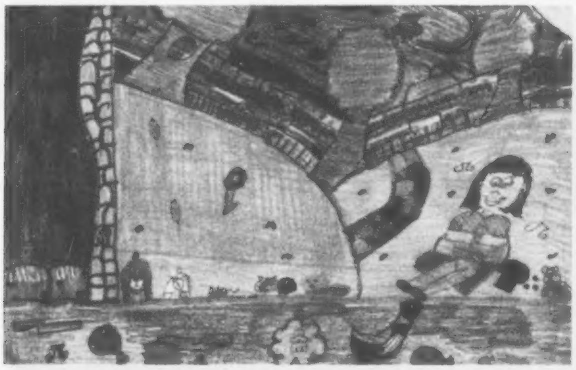
St. Simon Stock Catholic Elementary School

Dufferin-Peel Catholic District School Board

Mississauga, Ontario



About the school ...

St. Simon Stock Catholic Elementary School opened its doors in 2002 in northwest Mississauga. This Junior Kindergarten to Grade 8 school serves 560 students from a variety of social and ethnic backgrounds that reflect the increasing cultural diversity of the surrounding community. St. Simon Stock was established to support Catholic parents in the fulfillment of the spiritual, religious, moral, academic, and physical needs of their children. The school community envisions the school as a three-way partnership among teachers, parents and students. St. Simon Stock is a caring community that stresses tolerance and acceptance of others, commitment to the Catholic faith and high academic standards.

Approach and philosophy ...

Commitment and reflection. Unwilling to accept the discrepancy between what they believed children could do and the evidence of student data, the principal and staff embarked on a journey of reflection, learning and action to help every child meet his/her potential. They credit the board for providing opportunities for professional growth and consolidation, for creating networks across schools so that principals and teachers could learn from and share with each other, for offering more intensive support in response to student needs, and for delivering needed student and teacher resources for engaging and effective classroom instruction.

Networks and teams. The networks and learning communities created within and across the board are mirrored by the learning community within the school. A very deliberate plan ensures that teachers by grade, division and school have regular opportunities to collectively attend to student work and the practical aspects of teaching, learning and student progress. Shared commitment and team effort have resulted in an increased sense of purpose, greater consistency and coherence, a shared workload and, with the evidence of improved student results, validation that those collective efforts have made a positive difference for students.

Community and communication. Parents and school community members recognize and applaud the school's commitment to collaboration and sharing of best practices. They value the positive environment in the school, the partnership that has been created with families and community and the culture of respect that is pervasive in interactions between and among staff, students, parents and volunteers. Parents appreciate the high level of communication provided by the principal and teachers; parents are now better able to support and assist their children in their learning. The communication is timely and responsive, providing parents with insight into all aspects of their child's life at school.

From the board to the school to the community it serves, there is strong alignment of focus, commitment and purpose.

High-yield strategies ...

In extending and examining their practice, members of staff have been careful to maintain their focus on a few strategic and achievable goals. New ideas and understandings must complement that focus and enhance student learning. The principal and teachers are highly successful at identifying those actions that will have the greatest impact. Among the strategies they employ, they cited the following:

Reflective and collaborative practice. Staff members count on each other every day and value the collaboration that results in continuous sharing of all aspects of teaching, including strategies, resources, assessment practices and results, problem-solving supports, planning and effort. They recognize that together they are able to accomplish more on behalf of their students. They also value the opportunities provided by the board to meet and learn with colleagues across schools and to bring back ideas and strategies to share with their colleagues.

Integration. As the staff maintains the focus on literacy and mathematical literacy, teachers work with students to ensure that there is opportunity to apply acquired skills across other curriculum areas. Through modelling and explicit instruction, they help students make connections to other contexts both inside and outside the classroom. Teachers also integrate character development by highlighting each month's "virtues" trait within the reading, writing and discussion taking place in classrooms, extra-curricular activities and school-wide events and celebrations. The integration is purposeful, helping students consolidate and apply their learning.

Consistent and coherent practice. As students move between classrooms and from grade to grade, consistent expectations, strategies and structures make transitions more manageable. There is an observable continuity in common learning supports such as anchor charts, daily agendas, reference charts for writing and reading strategies. Teachers report that the consistency and familiarity across classrooms help children to move into new situations better able to focus on learning. Students are building their skills and understanding from year to year rather than spending time "figuring out" what is expected in each different classroom.

Success after struggle ...

Engaging parents. Faced with disappointing student data, staff acted to make a difference for students. An early strategy was to engage parents and solicit their support. Parents, responding positively, learned how to support their children's literacy development.

Professional learning. The principal and teachers focused on their own professional learning through in-service sessions, sharing their learning with each other and implementing that learning in the classroom. Though early progress was slow, perseverance, sustained effort and focus, and the strategic use of human and material resources led to those efforts being rewarded by substantial increases in student learning and achievement. Teachers now feel confident that they know what students need to learn, and that they have been provided with the strategies and resources at both the board and school level to make that happen.

Results on the 2006–07 provincial assessments show substantial gains over the 2004–05 results in all six areas tested. In fact, the school posted the best ever set of results in its history with scores in all six areas above the 80 per cent mark, a noteworthy contrast from 2004–05, when Grade 3 writing was the only assessment area that approached the provincial standard.

What we would like to learn with and from others ...

- integration of technology to support curriculum connections
- effective classroom strategies and practices to enhance student learning
- sustaining momentum and focus

Networking for learning ...

The principal worked to build learning teams and a professional learning community in the school. The learning community is further extended through the board and family-of-schools networks. The staff appreciates the cross-school connections that are supported through the board's professional development plan. Administrators lead and share in similar learning opportunities at the family-of-schools level. Centrally deployed staff is also a source of support to the school, acting as "idea catchers" as they move from school to school and connect colleagues both formally and informally.

Moving into the future ...

- continue to develop core intervention strategies/processes for supporting at-risk students
- expand understanding and use of differentiated instruction
- utilize and expand teacher moderation to include both formative and summative assessments
- continue to build capacity in balanced literacy expanding/adapting successes in primary and junior for intermediate grades

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St. Teresa Catholic School

Toronto Catholic District School Board

Etobicoke, Ontario

About the school ...

St. Teresa Catholic School is a small Junior Kindergarten to Grade 8 school located in southwest Toronto. It is home to a multicultural student body of approximately 200 students and a diverse staff working to involve parents and community in meaningful ways. Families in this community benefit from extra support and practical strategies offered by teachers. Students are motivated by a variety of extracurricular activities, with lots of support for social and emotional needs. The school prides itself on a family feeling and "we can do it" attitude. The launch of a full-day Senior Kindergarten program four years ago is credited, in part, for the ongoing growth in student achievement. The entire school community has planted boxes of flowers in the tiny schoolyard to establish an inviting urban environment.

Approach and philosophy ...

A learning school in a learning board. The family of school's superintendent has organized schools into hubs with a specific focus and opportunities for sharing sound pedagogical practices. Teachers and principals find that working with a common focus within a professional dialogue has had a profound effect on their excitement level, their work as professionals and, in turn, on student learning. St. Teresa hosts the hub and credits this learning environment with helping them sustain the momentum in student achievement.

A focus on teaching and learning – Teachers make a difference. The principal credits human resources as the key to school success. The junior literacy intervention teacher, for instance, works with other teachers, modelling lessons and attending cross-divisional meetings. Learning is reciprocal; teachers work and learn with and from each other. Teacher moderation has served as a vehicle to bring staff to a common understanding. The principal is the lead learner and works with the team to deepen his knowledge.

Monitoring student learning and setting direction – Timely interventions. Data inform all decisions about classroom instruction and teachers monitor student progress carefully. Teachers are flexible in their approach and start with the needs of the children. The team uses the board's Data Information Platform and their own classroom assessment for learning to create a complete picture of every child. Staff members believe timely interventions are important and through the use of targeted support, specific groups of students have made substantial gains.

High-yield strategies ...

A progressive discipline model is part of the school culture. This approach develops leadership in students by promoting accountability, independence and engagement in the school community. As students work independently, in pairs and in small groups, some of the high-yield strategies that support learning are:

Cross-curricular integration. Starting with links in math and writing, teachers have moved to using writing across curriculum areas. In all learning, accountable talk plays a vital role. By threading topics across curriculum areas, learning becomes relevant and meaningful in the day-to-day lives of children. Lengthy learning blocks enable students to engage in inquiry and practise skills across curriculum areas.

Graphic organizers. Graphic organizers are used in all grades to help students activate prior knowledge, organize their thinking and create charts for further learning. After children have the opportunity to practise using organizers, they are given choice in the use of which organizer best meets their needs.

Building skills for higher-order thinking. Teachers use a consistent mnemonic device to support students in extending their thinking and to help them better frame their answers. They also use a think-aloud strategy to model the higher-order thinking process for students. The children's growing ability to provide in-depth answers is evident both orally and in their writing.

Success after struggle ...

Starting with "making connections." Staff wanted all students to be able to use reading strategies in an integrated manner. Working as a team, teachers deepened their own understanding of the use of reading strategies and developed an initial focus. Across divisions, they began with "making connections." As staff developed common vocabulary and a coordinated approach, they noticed that students began to experience more success. In particular, the opportunity for daily practice resulted in definite learning gains for students having difficulty. Anchor charts, developed and displayed throughout the school, are used on a daily basis by students as they read.

Linking learning to life. St. Teresa, a school with diverse learners from many different backgrounds, has worked to engage everyone in learning. Concrete materials and hands-on learning have helped students make connections to curriculum expectations (for example, teachers have the children bring in live insects rather than pictures to science class). Teachers work continuously to find a variety of rich texts in which children can see themselves and link new learning to their own lives.

> "We believe all children can learn. We strongly believe that interventions are important and timely interventions are more important – particularly early interventions." *Principal*

Performance on provincial assessments has shown remarkable improvement. In 2004–05, performance was below the provincial standard in all assessment areas. Two years later, mathematics scores in Grades 3 and 6 put the school well above the provincial standard, with writing scores closing in on the standard in both grades. Grade 6 reading scores indicate an amazing 93 per cent of students reaching the standard, up from 59 per cent two years earlier. While scores in Grade 3 reading are not yet at the level of other areas, nearly twice as many students reached the provincial standard in 2006–07 as had two years earlier.

What we would like to learn with and from others ...

- how others are motivating and engaging children from a variety of backgrounds
- how to focus precisely on literacy instruction for students experiencing challenges
- practical ways to differentiate instruction for students experiencing challenges
- more effective practices in mathematics

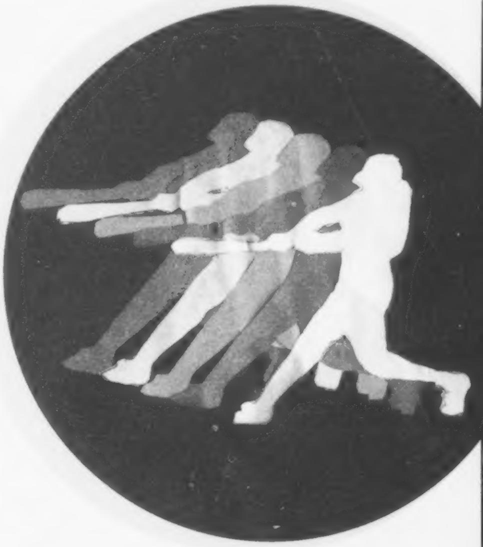
Networking for learning ...

School staff members credit much of their academic success to the following learning opportunities made available through networking and partnering within the Toronto Catholic District School Board:

- participation in hub meetings that enable connections with other staffs with a common focus
- links and communications between all schools in the area
- partnership with board personnel who help meet the needs of children in challenging circumstances

Moving into the future ...

- continue to provide professional dialogue through hub learning communities
- implement SMARTBoards and related software in all divisions
- strengthen our EQAO scores through target setting and the use of assistive technology
- create a central numeracy room to facilitate consistent use of resources to inform teaching practices and differentiated instruction
- continue developing and implementing the Teaching-Learning Critical Pathway within the school, based on evidence provided through the Data Integration Platform and ongoing student self-assessment



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Tweedsmuir Public School

Near North District School Board

North Bay, Ontario

About the school ...

Tweedsmuir Public School offers a Junior Kindergarten to Grade 6 program to approximately 165 students. Unique within the Near North District School Board, Tweedsmuir is home to the Learning Assistance Program for the district's most medically fragile students. School success is rooted in the belief that all students can learn and excel. This "small school with a big heart" offers a family atmosphere, welcomes visitors, community agencies and volunteers, and provides opportunities for high school, college and university students to work alongside staff. The community is proud of the school's reputation for excellence in education. Both parents and educators believe strong community involvement fosters excellence in student learning and achievement. Many staff members volunteer in the North Bay community.

Approach and philosophy ...

Respect for all members of school community. Respect permeates the culture at Tweedsmuir, enhancing teacher success with students and underpinning all school and community relationships. A strong egalitarian approach ensures that every staff member and student is treated as an individual. Respect for the parent community is demonstrated through excellent communication, quick responses to concerns and a door that is always open.

Celebration of success. School leaders recognize that their greatest resource lies in their human resources. Staff members willingly get on with the job even when conditions are less than ideal. All successes are celebrated and shared. Every child is considered a learner and staff members make accommodations to enhance success. Parents report that children's self-esteem and learning competence have greatly improved.

Differentiating instruction. Special education support staff (Differentiated Learning Resource Teachers) work collaboratively with classroom teachers to ensure that all students are supported and challenged appropriately. Such practices include differentiating instruction and accommodating and modifying programs to meet provincial standards.

Lifelong learning. Staff members at Tweedsmuir are committed lifelong learners and role models for their students. All staff members see professional development as a priority and many enrol both as facilitators and participants in AQ courses, workshops and summer institutes. This is a school of learners working within a context of board support for professional learning. Because of the strong, cohesive environment of respect, teachers are comfortable with colleagues and willingly share their expertise.

High-yield strategies ...

There is consistency in programming throughout the school. Strong teaching practices within a professional learning environment are guided by EQAO results and assessment data such as CASI, DRA, running records and PRIME Math. Although Tweedsmuir has combined-grade classrooms, staff has organized straight-grade groupings in math to maximize discussion time and to foster progressive skill development. High-yield strategies include the following:

Large blocks of learning time. Uninterrupted blocks of time allow staff and students to focus on literacy and numeracy. Within the 100-120 minute literacy block, flexible groupings enable students to receive intentional instruction that builds on their present level of performance. The 75-minute numeracy block allows each lesson to be based on a problem-solving approach and three-part lesson structure.

Writer's workshop – oral language – mentor texts. Writers' workshop begins in Kindergarten with oral discussions that build the vocabulary and concepts students will use in their writing. Teachers model thinking and the writing process progressively throughout the grades. Prior to writing, students engage in activities that result in more detailed writing pieces, such as drawing and adding details to their pictures. Mentor texts are used explicitly to teach and demonstrate the components of effective writing, and seeing their effectiveness has encouraged staff to acquire a collection of rich and diverse texts. A list of the best mentor texts was created and shared with the entire staff.

Three-part math lesson. Staff members use a consistent mathematics vocabulary with students and use the shared teaching strategy of the three-part lesson. This approach provides a framework to plan effective problem-solving activities.

Metacognitive awareness. Rubrics and anchor charts are used to demonstrate good work and students come to know they are all learners. Seeing themselves as learners contributes to student engagement and an understanding of their own learning processes.

Success after struggle ...

Flexible reading groups. Staff worked to ensure that all students move forward in their learning. One strategy has been the use of flexible reading groups that extend across grades and classes. Groupings are based on current assessment data posted on tracking boards that include running records in primary and CASI data in junior grades. As a result, teachers are confident that they share a clear and consistent understanding of where their students are and how to move them ahead.

Professional learning. Making the changes necessary to ensure the learning of all students requires working together as a professional learning community. The Tweedsmuir staff members learn individually by attending workshops, AQ courses and board sessions, and continually bring back new learnings to the collective good. Working in a "safe place" allows them to speak out and argue ideas professionally. Release time provided by the board allows them to continue the work of building collective understanding.

Grade 3 results on the provincial assessment indicate a substantial improvement in mathematics over the past three years, rising from 26 per cent to an astonishing 96 per cent of students meeting the provincial standard. Grade 3 scores in reading and writing have also shown major improvements since 2004–05. Grade 6 mathematics results indicate substantial improvement, with about 35 per cent more students meeting the provincial standard in 2006–07 than in 2004–05. Scores in Grade 6 reading and writing also indicate growth over the past three years, with last year's Grade 6 reading results being the school's best ever.

What the school would like to learn with and from others ...

- find out how other schools are using the writing process to develop student engagement and skills
- learn more about assessment for learning
- learn more about teaching math through problem solving and the use of the "Better Answer Model"

Networking for Learning ...

- The junior division is participating in a CODE-funded initiative promoting assistive technology for classroom use.

Moving into the future ...

- use teacher moderation and a variety of assessment data to identify and address student needs
- expand the use of assistive technology to address the needs of a greater number of students
- build ongoing capacity in literacy and numeracy
- transform our book room into a "Literacy Place" with enriched resources to promote best practices and professional dialogue and create a permanent location for storage and display of numeracy resources

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V.P. Carswell Elementary School

Hastings and Prince Edward District School Board

Trenton, Ontario

About the school ...

V.P. Carswell Elementary is a Junior Kindergarten to Grade 6 community school located in a subdivision near Canadian Forces Base Trenton. The school currently serves almost 180 students. The school is at the centre of the community and is small enough that everyone knows one another. Parents value the clear sense of belonging and ongoing communication they have with teachers. The school is strongly supported by district leadership and resource staff as well as by an active school council.

Approach and philosophy ...

A learning culture. Teachers have developed curriculum mapping across grades that builds from year to year based on students' prior learning; they continuously share knowledge about what has been taught and what needs to be taught. All staff members reach out to learn with and from colleagues in other schools and to acquire additional and specialist qualifications. Beyond the school, teachers are actively involved in system writing and learning teams, and welcome teachers from other schools into their classrooms. The willingness to share and discover best practices at the school and district levels has been a significant contributing factor in staff's constant pursuit of success for all students.

Strong parental involvement. Staff encourages strong parental involvement by providing family literacy evenings throughout the year. Parents learn how to read with their children and how to support learning through homework activities. Parents support learning over the summer by helping their children prepare for September entry with the Summer Fun Activity Package prepared by teachers for each student. Parents value regular and ongoing communication with teachers, appreciating the school's positive approach to student learning and behaviour.

High-yield strategies ...

With multiple combined grade classrooms, teachers work together to ensure consistency and continuity of students' knowledge and skills across grades. In using data and planning curriculum, teacher teams analyze gaps in student learning and respond by mapping major themes and content across grades.

Teacher collaboration. Teachers work well together within and across divisions. Through their collaborative effort, they have developed summer learning packages that help students prepare for their next grade and minimize the vacation "learning dip." Teachers worked together to buy and build personalized kits containing easy-to-follow, fun activities that sustain learning. This kind of collaborative approach permeates their work, consolidates their agreements and brings them to one voice.

Literacy centres. Literacy centres used throughout primary and junior divisions allow children to practise what they have learned and give teachers time for guided and shared reading. With specific guidelines in place to protect and honour direct instruction, the strategies and resources that become part of each centre are reviewed often to determine their effectiveness. Sharing time is provided each day to allow students to showcase their learning and to stimulate thinking and discussion in the larger group. Consistency in centre types and routines is common across grades with the shared intent to focus students on purposeful learning that builds independence.

Problem-solving approach in mathematics. Teachers approach each math lesson from a problem-solving perspective. Following a brief focus on a concept, students are grouped for co-operative problem solving using a variety of manipulatives. Within each group, students are assigned a responsibility; they are encouraged to talk about how to approach the problem with the manipulatives and how to explain their solutions to the class. The teacher engages each group in discussing their approach and seeing mistakes as opportunities for learning.

Success after struggle ...

Organizing for learning. Working in an environment where turnover of staff and students is frequent, staff recognized that time, support and materials need to be organized for more effective use. Staff increased instructional time by scheduling a three-block day, minimizing disruptive transitions and streamlining routines. Their criteria for selecting and organizing resources included that they be user friendly, age and grade appropriate, levelled and labelled, and available in sufficient numbers to support use on demand at the classroom level. To assist teachers with ongoing assessment and to support more focused instruction, assessment tools were included with learning materials in kits. Now data walls profile the division as well as the progress of individual students. Classroom profiles on literacy, learning styles and special learning needs enable teachers to know each student as a whole child.

Inducting new staff and students. With a highly transient population of students and teachers, newcomers need to become quickly familiar with the philosophy, routines, instructional approach and language of the school. The school offers new teachers open and caring professional dialogue and direct support, as well as a long-range plan outlining school and curriculum goals. Staff members quickly come to know the strengths of new staff and draw upon their abilities to enhance program delivery. Through initial interviews and daily conversations with individual teachers and students, transitions are monitored and supports are put into place. Incoming families have many opportunities to engage with the school, through academics and through social gatherings.

All six provincial assessment areas have improved since the 2004–05 assessment. Grade 6 mathematics, for example, moved from 32 per cent of students attaining Levels 3 or 4 in 2004–05 to 65 per cent in the 2006–07 assessment. There was also a notable improvement in Grade 6 reading, jumping from 36 per cent in 2004–05 to 65 per cent in the recent assessment.

What we would like to learn with and from others ...

- student self-assessment linked to reading comprehension
- integrating technology (SMARTBoard)
- implementing media literacy
- implementing math centres

Networking for learning ...

Formal and informal means are used by staff to develop instructional practice – staff meetings, divisional meetings, district and personal PD. Other networking includes:

- in-class literacy partner support
- principal leadership networking with a focus on school improvement and student achievement
- partnering with the local high school about co-operative education
- hosting visiting teachers

> "Everyone at VPC can follow these simple things. *Be There* means that you should be happy and you never make a put-down. *Choose Your Attitude* means that you should be happy and you come to school *ready* to learn. *Play* means we should have fun when we learn! *Make Their* Day means that if someone is down, you can cheer them up, or just be nice to make someone feel good." *Grade 4 student*

Moving into the future ...

- incorporate common language into classroom discussions to improve students' problem solving and communication
- teach students self-reflection strategies to assess and improve their work

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Valleyview School

Keewatin-Patricia District School Board

Kenora, Ontario

About the school ...

Valleyview Public School, located in the east end of Kenora, offers a Junior Kindergarten to Grade 6 program to approximately 170 students. The staff fosters a nurturing environment, provides for different learning needs and enhances collaboration between school and community. Parents offer support in a number of ways, for instance, volunteering in classrooms and on field trips and contributing to safe arrival and hot lunch programs. A supportive school council lends time and expertise to make the school a vibrant learning environment. The playground is a meeting place for neighbourhood families and the facility hosts many community groups and evening activities. The neighbourhood is participating in a demographic change as more young Aboriginal families move into the school community, with many welcomed into Valleyview School.

Approach and philosophy ...

Family school. The Valleyview community believes the foundation for academic achievement grows out of high expectations within a respectful learning environment. An experienced and cohesive staff nurtures a small-school family environment that includes all staff, students and parents. Parents appreciate this family school where they are full partners in their children's learning.

Planning and collaboration. The school success plan, regularly reviewed during professional learning community meetings, is aligned with both district and provincial goals in supporting increased literacy and numeracy achievement. Teachers establish a foundation for improvement by creating the supportive school conditions that will have a powerful effect on student learning. Professional learning this year has focused on differentiated instruction, tracking student achievement, oral language assessment and classroom practices that reflect a balanced approach to literacy. The staff is committed to early identification of at-risk students, with the school assessment plan reflecting the use of diagnostic and mid-year assessment data. School-based analyses of the data are supported through the MISA platform, allowing for electronic student profiles and identification of students performing at each level. In-school support team meetings have a data review segment and discussion of differentiated strategies to support students. Early intervention for students is supported through a program based on intervention principles. Through the coaching process, the literacy teacher assists classroom teachers in meeting the learning needs of all students. The special education teacher and support staff also collaborate with classroom teachers.

Professional learning. The school has benefited from strong professional learning communities at the system level. District-wide strategies, practices, resources and expectations are clearly defined across schools. Principal learning teams have refocused their work through the School Effectiveness Framework to ensure implementation of a consistent, multi-pronged assessment approach across schools. Valleyview has begun to incorporate SMART goals to assist precision in school improvement. A partnership between the District Review Team and the Leading Student Achievement team supports a six-week cycle for implementation and review of these goals.

High-yield strategies ...

Through district professional development and effective school PLCs, Keewatin-Patricia schools began to implement consistent board practices. The multi-levelled approach, at the school and district level, has provided staff with the knowledge of effective instructional strategies they need to ensure student success. There is a clear expectation that teachers will "guard the literacy time." A balanced day and the literacy block ensure that oral language practice and a writing component are included. The following high-yield strategies are shared across divisions:

Oral language foundation. Staff use oral language strategies as the basis for reading and writing success and embed them in all curricular areas. In the earlier stages, work with targeted oral language strategies shifted classroom practice. Teachers now build in many opportunities for students to share with authentic audiences within the school. Recognizing that one learns when teaching someone else, teachers promote peer tutoring, reading buddies and editing partners.

Differentiating instruction. By setting up routines and procedures for independent learning, teachers are able to differentiate instruction for individual students. Teachers are moving learning forward by doing things that are "just right" for their students. Teachers have a greater understanding of multiple intelligences and learning styles, and this is supported through the use of technology. Teachers now identify what practices will be good for all and essential for some and they incorporate accommodations, like advance organizers, to benefit everyone.

Success after struggle ...

Moving students to independent work. Teachers see the power of small-group and individual instruction. One of the struggles was to give students the skills to work independently so that teachers could work with small groups. With the literacy coach, they began to organize anchor activities that would engage all students. As staff came to realize that teachers needed differentiation as well, the literacy teacher began working with them to validate their efforts, model and engage them in deeper conversations about student learning. Teachers, now more open to one another's perspectives, have benefited from this collaboration.

Collaborative approach. Teachers are committed to sustaining their professional learning and sharing to ensure synergy in the group. In a new situation or role, they are given timely support from colleagues to ensure they are all "at the same speed." All teachers are fully aware of, and are actively using, *Guides to Effective Instruction*, documents seen as cohesive and relevant. Their efforts have resulted in increased responsibility at the classroom, school and system level.

Valleyview continues to improve steadily in all areas of the EQAO assessments. Recent scores on two Grade 3 assessments mean that 86 per cent (reading) and 82 per cent (writing) of students attained the provincial standard for the first time in five years. The 2006–07 scores in Grade 6 reading mean that students reached the provincial standard for the first time in two years. In both Grade 6 writing and mathematics, nearly 70 per cent of students achieved Level 3 and 4 scores.

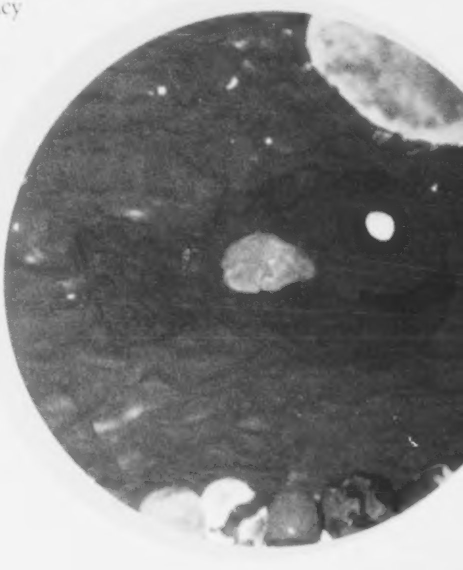
What we would like to learn with and from others ...

- high-yield instructional strategies for numeracy (e.g., problem-solving approaches, building communication in math and math language and finding diagnostically better math assessments)
- how to better meet the needs of at-risk students (including Aboriginal students)
- more about different learning styles for boys in literacy and numeracy

Networking for learning . . .

- work with LNS – Leading Student Achievement (LSA), Ontario Focused Intervention Partnership (OFIP) and Schools on the Move
- partnerships with Northern Ontario Education Leaders (NOEL) (on oral language and data collection)
- parent partnerships (e.g., parent resource library)
- district-wide principals' learning team
- district-wide literacy coaching team

> "We knew that small group instruction, individual conferencing and feedback are necessary for each student." *Teacher*



Moving into the future ...

- emphasize formative assessment (i.e., use classroom data for the purpose of improving achievement by informing day-to-day instruction in the classroom and adapting teaching strategies)
- focus on critical learning pathways and the use of SMART goals to narrow the focus of the school's professional learning community
- continue to emphasize improvement of academic achievement with a focus on at-risk and Aboriginal students

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W.C. Little Elementary School

Simcoe County District School Board

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About the school ...

W.C. Little Elementary is a Kindergarten to Grade 8 school in a growing neighbourhood of new families in Barrie. With a population of over 800 pupils, this seven-year-old school has already expanded with a two-room addition and eight portables. The school is committed to providing a well-balanced program with a strong academic focus to prepare children for the challenges of the future. Teachers provide students with opportunities to learn and be involved in all areas of school life, and to develop academic and athletic skills while learning to be good citizens, respecting themselves, others and the community. Sharing the school with visitors from other countries, welcoming teacher candidates and being a demonstration class site promote lifelong learning as well as providing opportunities to challenge one's thinking and enhance school programs.

Approach and philosophy ...

Equitable partnerships. Parents and staff work together for the benefit of students, sharing the belief that optimal growth occurs through attention to the whole child and a focus on individual strengths. Parents appreciate that the school fosters values that reflect and extend the values of the family. An open-door approach promotes reciprocal conversations between home and school with information augmented through newsletters and an interactive agenda book.

Consistency, teamwork and alignment. Across the school, planning emphasizes differentiated instruction to meet individualized student needs. Regional support teams at the board level ensure that support to schools is available when needed. The supervisory officer promotes capacity building in the family of schools by mentoring staff and encouraging professional learning communities across schools. The board supports capacity-building initiatives across all levels and encourages board staff to be in schools communicating their services and developing their understanding of the challenges that schools face.

Safe and caring environment. The character development initiative promotes good citizenship both in and out of school. The success of the program requires the active support and continued partnership of staff, student, parent and community. Partnerships with local community agencies ensure that the school prepares students to have a better tomorrow.

High-yield strategies ...

Student engagement. At the heart of this school's approach is student engagement fostered by the staff's commitment to know each student and focus on individual needs. Members of staff consistently assess and check knowledge levels and understanding to inform instructional practices. Such practices lead to differentiated instruction and promote self-advocacy.

Common assessment. Using common assessment tools across the division for reading and writing, teachers carefully analyze and moderate assessments. Vital strategies include joint levelling of work, developing exemplars based on student work, attention to common language utilized in assessments and ensuring students are given strategies through conferencing. By identifying specific comprehension skills, teachers refocus on instruction. They try out new approaches, through open dialogue across grades and divisions.

Comprehensive literacy program. The staff worked together to develop a deeper understanding and approach to a comprehensive literacy program, coming to understand that integrating literacy across the curriculum provided content for the skills students were developing. Instruction includes the use of graphic organizers to support student thinking and authentic conversations as the precursor to writing. Across the grades, teachers work to develop routines so that students know the expectations and their responsibilities as well as how to apply strategies in their independent work. Teachers are then able to guide small groups of students in reading and writing and conference with them.

Distributed leadership. Teachers set the agenda for their PLCs to support divisional Smart goals and initiate conversations that support budget acquisitions and the strategic placement of resources and budget. They respect and trust their colleagues to motivate and support each other as learners improving their practice. Demonstration classrooms across the board and in the school encourage teachers to make purposeful visits to *see it, do it, talk about it* and *develop next steps*. The team approach is key with administrators.

Success after struggle ...

Access to resources. Teachers identified the need to find and organize resources that were difficult to access, such as non-fiction for boys and literature with specific text features. Simultaneously, they wanted to organize learning materials for mathematics. The teacher librarian played a key role by providing a model for research that prompted inquiry through questioning. With lists of appropriate resources and structures in place, there was consistency in developing the strategy from Kindergarten to Grade 8.

Job-embedded professional learning. Working collaboratively, Grade 3 teachers put together assessment tasks in reading and math, and created a rubric to promote consistency in levelling work. Junior teachers focused on researching best practices but found informal conversation difficult when housed in portables. The library became an important meeting place for this work and the teacher librarian a key support. Providing in-school time validates teachers as professionals and enables them to hone their craft.

Grade 3 results in each of the areas of reading, writing and mathematics have shown gains of nearly 30 percentage points since 2004–05, with over 80 per cent of students at or above the provincial standard in each area. In this same period, Grade 6 scores in reading and mathematics have shown a gain of about 20 per cent more students reaching provincial standard in each area, with Grade 6 writing showing a gain of 10 per cent more students reaching the standard since 2004–05.

What we would like to learn with and from others ...

- how to better deliver accommodations and modifications using an inclusive approach
- how to integrate technology to enhance student motivation and interest
- more on planning and using common assessments across divisions in a large school
- how to bring in community resources

Networking for learning ...

- A strong relationship with a secondary school allows the opportunity to have co-op students, special presentations and partnering with a creative writing class.
- Additional programs, such as tutors in classrooms, leadership camp, literacy and numeracy camp, Saturday and summer school, are strongly promoted as positive opportunities for reinforcement and engagement.
- The school is a hub for community partnering including the city councillor and local community police officer to meet family needs.

> "Our superintendent asks questions that help the principals focus and gives an objective view." *Principal*

Moving into the future ...

- continue to use technology (SMARTBoards, CPS, videoconferencing) to engage our learners
- demonstrate a firm belief that the entire school community has a shared responsibility for student success
- strengthen professional learning communities
- develop consistent baseline processes from K–8 and use data to inform practice
- network with other schools to enhance learning

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W.H. Day Elementary School

Simcoe County District School Board

Bradford, Ontario

About the school ...

W.H. Day Elementary School, in the town of Bradford, enrols 410 children in a Kindergarten to Grade 8 program and houses the regional developmental skills program. The school places strong emphases on academic success and the integration of literacy and numeracy skills into all subject areas. A balanced literacy approach has been implemented school wide. Students are supported through extracurricular activities, school teams and clubs. Ongoing and frequent communication is maintained with parents throughout the school year. An active school council provides support through fundraising activities and volunteer programs. A number of volunteers are trained by staff to work in primary literacy classrooms.

Approach and Philosophy ...

High expectations and commitment to excellence. All members of staff are committed to high expectations for students while providing appropriate support and encouragement. Teachers focus on addressing individual student needs and making necessary accommodations and adjustments to allow all learners to demonstrate their skills. Visiting demonstration classes and other schools has enabled teachers to expand their own repertoire of instructional strategies in response to student needs. There is a calm and nurturing learning environment at the school with character development embedded in school life. Staff members have created a collegial learning environment for themselves as professionals, with mutual respect and appreciation for the skills and strengths of each individual.

Parent and community involvement. Ongoing, frequent communication is maintained through conferences, school and class newsletters, agendas and interim reports. Information about the school and its programs is posted on the school website along with information about the literacy program and other topics. Parents recognize that the principal and staff are current in their practice, use ministry resources effectively and implement ministry and board initiatives with expertise. The school is a training centre for teacher candidates from York University, co-op students from local high schools and early childhood education students from Georgian College.

High-yield strategies ...

Consistency of practice. Staff members have established greater consistency in classrooms across primary and junior divisions. Elements such as common classroom language, helping students make connections and organizing and sharing rich levelled texts have become critical parts of the literacy program in all grades. Teacher discussion on the importance of oral language in helping students think and write has led to a greater focus on effective communication strategies. Teachers have developed a continuum of learning to ensure that students have the language and vocabulary to talk about their learning.

Professional learning communities. A professional learning community format has facilitated communication among staff and resulted in sharing new learning and collectively taking action. PLCs have been used, for example, to help staff understand reading comprehension strategies and make connections with the curriculum. Assessment data and student work samples inform the discussion and influence school improvement planning. Teachers feel a sense of common purpose in working to improve student success.

Assessment for learning. Teachers deconstruct EQAO data to determine areas of strength and to address gaps. From data samples in mathematics, they collectively generate questions and develop strategies in response. They share this information with students and parents. Teachers now develop frameworks to assist students in reading, understanding and responding to questions, thereby building student confidence and comfort with the assessment process. School-based data are analyzed in the primary and junior divisions to help identify student needs and provide focused and explicit instruction. The follow-up process consists of developing and teaching lesson plans collaboratively, closely monitoring daily student work to give immediate feedback, and reassessing student progress and refining practice accordingly.

Success after struggle ...

Initial conversations about classroom instruction between grade-level partners expanded to meetings of the whole division and then led to teachers observing each other. Their focused dialogue and debriefing resulted in a commitment to explore the teacher moderation process and more closely examine ministry resources, such as the *Guides to Effective Instruction* in the primary and junior divisions. A deeper examination of the ministry achievement chart caused staff to question their thinking and to research other areas that could benefit student learning.

Board-level professional development and visits to demonstration classes provided teachers with opportunities to become more precise in their teaching. They were supported by an administration team that encouraged risk-taking and provided dedicated time and resources. Through a process of distributed leadership, teachers have realized that each has something to contribute and everyone has something to learn.

Results on the provincial assessment in Grade 3 writing and mathematics have improved steadily since 2004–05 and exceeded the provincial standard in 2006–07. In all three Grade 6 assessment areas 74 per cent of students achieved Level 3 or 4 scores, one percentage point off the provincial standard mark. In the 2004–05 assessment, scores in all assessment areas were well below the standard set for the province. Of note is the improvement in Grade 3 mathematics, jumping from 55 per cent of students at the provincial standard in 2004–05 to a remarkable 95 per cent in 2006–07.

What we would like to learn with and from others ...

- more about other writing programs, particularly guided writing
- more about assessment, evaluation, grading and reporting
- greater repertoire of instructional strategies for mathematics
- more about differentiating instruction and integration with curriculum

Networking for learning ...

Administration and staff have benefited from a variety of partnerships and collaborations:

- principal networks, symposia; principal-led project teams tied to capacity building in key areas; PLCs for the supervisory officer and principals to share strategies, practices, readings
- board supports for teacher visits to demonstration classes; coach support and sharing; family of schools, specialist and grade-level teacher meetings for sharing
- International Education Research Network linking classrooms and teachers around the world

> "We've had some cutting-edge principals, who see what we need to do, and help us team up to do it." ***Teacher***

Moving into the future ...

- use daily formative assessment in our teaching and learning to develop instruction that responds to our students' needs
- focus professional learning communities on guided reading comprehension strategies
- continue our collegial approach to teaching and learning that ensures support and sharing
- develop and use writing exemplars in the primary division through a moderation process to help support the use of a common language in writing assessment and increase objectivity in evaluating written work
- form guiding writing groups based on the writing assessments

It Is Kind Of Fun
To Do The
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-Unkno

Walter Scott Public School

York Region District School Board

Richmond Hill, Ontario

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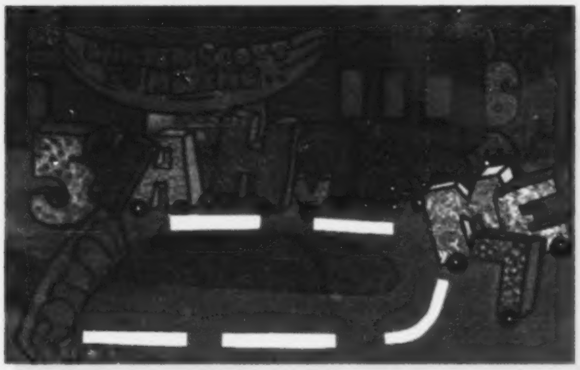

About the school ...

Walter Scott Public School, situated in Richmond Hill, enrols about 510 students in a Junior Kindergarten to Grade 8 program and houses a community class for developmentally delayed children. Students reflect the multicultural and multilingual nature of the community and their families live in varied socio-economic circumstances. Many children have attended multiple schools and will continue to do so. The school community participates in a variety of community partnerships and works closely with the school council and parent volunteers. A school designated for additional board support, Walter Scott has a half-time community co-ordinator who liaises with parents and provides several services to students, including community movie and gym nights, and opportunities for social play.

Approach and philosophy ...

A relaxed, supportive atmosphere. At Walter Scott, students are comfortable and happy, teachers are approachable, and programs like movie nights and family literacy nights support kids and their families. The school works hard to lower parents' stress. Teachers encourage parents to join in. The community co-ordinator works to get parents involved by organizing free events at the school. There is a breakfast club for students.

Monitoring student learning. Teachers found that learning improved when they tracked student achievement, planned on the basis of what the data told them and built appropriate resources through targeted and varied purchases. Teachers collaborate, working cross-divisionally and asking questions based on what students know.

Connecting within the school and district. The school belongs to the board's Literacy Collaborative, which helps teachers set individual targets for students, and arrange formal meetings to discuss progress. Teachers also participate in ongoing action research. The administrative team has received training in literacy walks and cognitive coaching that has resulted in a clear focus with all initiatives aligned.

High-yield strategies ...

Guided reading within a comprehensive literacy program. After some professional development on guided reading, teachers put the strategy into practice across the school, linking it to literature circles in junior classrooms. While a small group of children work intensively with the teacher, others work on tasks either on their own or with peers. Reading comprehension strategies are now part of teachers' instructional repertoire, with collegial observation and discussion common practice. An open-door policy encourages sharing, so that all staff become more skilled.

The use of graphic organizers and frames throughout the grades. After board professional development on instructional intelligence, teachers began to use concept attainment strategies and concept mapping for instruction. Children were taught to represent their thinking individually and collectively, using mind maps. Staff share ideas and are now more aware of what they are doing in classrooms and across the school; they have moved from being unconsciously intuitive to being consciously aware.

Case management. As a result of Literacy Collaborative work, individual cases are discussed with a focus on how to support and scaffold children's learning. Teachers work together on why a particular student is not learning and feel supported in their efforts to help all students. In writing, they share what children are struggling with, team-teach to specific targets, and sometimes exchange lessons and/or groups of children.

Identifying a common language of instruction. Teachers are developing a common language of instruction to help children realize and meet instructional targets. Cards in their writing folders remind children, for example, "to add detail to their writing." When a specific target is mastered, the card is replaced with one that targets another need. While developing this common language, teachers feel free to challenge ideas, valuing the professional dialogue.

Success after struggle ...

Writing. In looking carefully at student data, staff began to realize that students' written answers needed more depth and focus. The staff were trained in First Steps. As a result of a process of moderated marking, they agreed to use the mnemonic "Answer, Evidence and Opinion" (AEO) as an organizer to scaffold learning across grades. Sentence starters and a "Q chart" were also given as prompts. Moving from fiction to non-fiction and to daily writing and varied text forms helped engage students. The literacy coach was heavily involved with modelling lessons, then assisted with implementation. Children are now aware of text forms, writing traits and so on. The school is involved in OFIP, an after-school program for students who need extra support. Teachers feel they are approaching a place where children and staff are proficient in the writing process.

Differentiated instruction. Many teachers moved from 80 per cent large-group to 80 per cent small-group instruction. When teachers examined data and saw clusters of children stuck at a specific level, they first grouped children, then worked intensively with the small group to move them along. Teachers credit a high level of collaboration for their success.

Seventy-five percent of Walter Scott Grade 3 students met the provincial target in writing and mathematics in the 2006–07 assessment. In 2004–05, all six assessment areas came in below the provincial standard. Major improvements have been made as well in all Grade 6 assessment areas since 2004–05. Grade 6 writing, for example, has improved, going from 53 per cent of students at or above Level 3 to 71 per cent, while Grade 6 reading increased from 46 to 66 per cent.

What we would like to learn with and from others ...

- oral language instruction and addressing the gaps
- media literacy and cross-curricular work
- learning to manage behaviour from schools that have similar populations
- exploring writing traits across the school; building common vocabulary in writing

Networking for learning ...

All staff members work within a culture that respects parents and recognizes their challenges. Flexibility is key as people work together solving problems for the children in their care. Specific networks include:

- district initiatives (e.g., action research; Literacy Collaborative; Instructional Intelligence sessions)
- collaboration among eight local schools with a similar focus
- community partnerships (e.g., breakfast program with the Church and the Salvation Army provides food for lunches, winter clothes)
- school team for Case Management, First Steps training and implementation, writing traits

> "When you put all these pieces around the core of instruction, kids feel comfortable." *Community Co-ordinator*

Moving into the future ...

- increase use of technology (laptops, SMARTBoard, AlphaSmart computer programs, LCD projects, MAC) and instructional strategies to improve student motivation, engagement, and achievement
- use of case management to drive instruction and promote collaboration
- continue to purchase and share resources/training that integrate subject areas and promote literacy, particularly in the area non-fiction to help minimize the gender gap

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Schools on the Move Directory

Updates on Schools on the Move

http://www.curriculum.org/LNS/schoolsonthemove/index.shtml

Phase 1 Schools

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Elementary School
300 Central Ave.
Fort Erie, ON
L2A 3T3

Pierre Laporte Middle School
Toronto District School Board
Principal: Serge Paravano
Phone: 416-395-3070
Email: serge.paravano@tdsb.on.ca
Website: www.tdsb.on.ca
(access through board website)

Mailing Address:
Pierre Laporte Middle School
1270 Wilson Ave.
Toronto, ON
M3M 1H5

Pope John Paul II School
Dufferin-Peel Catholic District School Board
Principal: David Amaral
Phone: 905-857-4241
Email: david.amaral@dpcdsb.org
Website: http://www.dpcdsb.org/PPJP2

Mailing Address:
Pope John Paul II School
9094 Bolton Heights Rd.
Bolton, ON
L7E 4E2

Randall Public School
York Region District School Board
Principal: Betty Ohl
Phone: 905-479-2003
Email: betty.ohl@yrdsb.edu.on.ca

Mailing Address:
Randall Public School
50 Randall Ave.
Markham, ON
L3S 1E2

Sacred Heart Catholic School
Huron-Superior Catholic District School Board
Principal: Mrs.Syndy Withers
Phone: 705-869-4070
Email: shespanola@hscdsb.on.ca
Website: www.hscdsb.on.ca (access through board website)

Mailing Address:
Sacred Heart Catholic School
273 Mead Blvd.
Espanola, ON
P5E 1B3

St. Andrew Catholic Elementary School
Halton Catholic District School Board
Principal: Tony Ceelen
Phone: 905-257-7102
Email: CeelenA@hcdsb.org
Website: www.haltonrc.edu.on.ca (access through board website)

Mailing Address:
St. Andrew Catholic Elementary School
145 Millbank Dr.
Oakville, ON
L6H 6G3

St. Helen Catholic School
Toronto Catholic District School Board
Principal: Vito Malfara
Phone: 416-393-5208
Email: vito.malfara@tcdsb.org
Website: www.tcdsb.org (access through board website)

Mailing Address:
St. Helen Catholic School
1196 College St.
Toronto, ON
M6H 1B8

St. Joachim Catholic School
Dufferin-Peel Catholic District School Board
Principal: U. Fromm
Phone: 905-453-4472
Email: ursula.fromm@dpcdsb.org
Website: http://www.dpcdsb.org/joach

Mailing Address:
St. Joachim Catholic School
435 Rutherford Rd. North
Brampton, ON
L6V 3V9

St. John Elementary School
Catholic District School Board of Eastern Ontario
Principal: Theresa Lalonde Pankow
Phone: 613-267-2865
Email: Theresa.LalondePankow@cdsbeo.on.ca
Website: www.sjels.ca

Mailing Address:
St. John Elementary School
34 Wilson St. East
Perth ON
K7H 1L6

St. Mark School
Halton Catholic District School Board
Principal: John Susi
Phone: 905-336-3911
Email: susij@hcdsb.org
Website: http://schools.hcdsb.org/mark/default.aspx

Mailing Address:
St. Mark School
2145 Upper Middle Rd.
Burlington, ON
L7P 4G1

St. Matthew School
Dufferin-Peel Catholic District School Board
Principal: Paula C. Prajza
Phone: 905-890-6898
Email: paula.prajza@dpcdsb.org
Website: www.dpcdsb.org (access through board website)

Mailing Address:
St. Matthew School
280 Kingsbridge Garden Circle
Mississauga, ON
L5R 1L3

St. Michael Catholic School
St. Clair Catholic District School Board
Principal: Nicole Stevens
Phone: 519-674-3475
Email: nicole.stevens@st-clair.net
Website: www.st-clair.net (access through board website)

Mailing Address:
St. Michael Catholic School
25 Maple St. South
Ridgetown, ON
N0P 2C0

St. Nicholas Catholic School
Waterloo Catholic District School Board
Principal: Susan Dickert
Phone: 519-884-9198
Email: susan.dickert@wcdsb.ca
Website: http//:stnicholas.wcdsb.ca

Mailing Address:
St. Nicholas Catholic School
525 Laurelwood Dr.
Waterloo, ON
N2V 2N1

St. Paul's Elementary School

Peterborough Victoria Northumberland and Clarington Catholic District School Board
Principal: Tim Ball
Phone: 705-742-2991
Email: tball@pvnccdsb.on.ca

Mailing Address:
St. Paul's Elementary School
1101 Hilliard St.
Peterborough, ON
K9H 5S3

St. Theresa Catholic School

Brant Haldimand Norfolk Catholic District School Board
Principal: Debbie Fullerton
Phone: 519-753-8953
Email: dfullerton@bhncdsb.edu.on.ca
Website: http://www.bhncdsb.ca/index -under the school website heading select St. Theresa

Mailing Address:
St. Theresa Catholic School
12 Dalewood Ave.
Brantford, ON
N3T 5L7

St. Thomas More Catholic School

Algonquin and Lakeshore Catholic District School Board
Principal: Mrs. Maureen Sargeant
Phone: 613-542-1575
Email: flhpsttm@alcdsb.on.ca
Website: http://www.alcdsb.on.ca/~sttm

Mailing Address:
St. Thomas More Catholic School
234 Norman Rogers Dr.
Kingston, ON
K7M 2R4

Sunderland Public School

Durham District School Board
Principal: Rick DeJong
Phone: 705-357-3975 or 705-357-3553
Email: sunderland_ps@durham.edu.on.ca
Website: http://programs.durham.edu.on.ca/schools/sunderland/

Mailing Address:
Sunderland Public School
Box 9, 41 Albert St.
Sunderland, ON
L0C 1H0

Victoria Park Elementary School

Toronto District School Board
Principal: Gail Croll
Phone: 416-396-2475
Email: gail.croll@tdsb.on.ca
Website: www.tdsb.on.ca (access through board website)

Mailing Address:
Victoria Park Elementary School
145 Tiago Ave.
Toronto,ON
M4B 2A6

Phase 3 Schools

Adamsdale Public School

Rainbow District School Board
Principal: Chris Bourré
Phone: 705-566-6020
Email: adamsdale_p@rainbowschools.ca
Website: www.rainbowschools.ca/elem/adamsdale

Mailing Address:
Adamsdale Public School
181 First Ave.
Sudbury, ON
P3B 3L3

Alexandra Public School

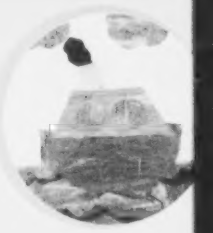
Trillium Lakelands District School Board
Principal: Mrs. Heather Cockburn
Phone: 705-324-3313
Email: heather.cockburn@tldsb.on.ca
Website: http://www.tldsb.on.ca/schools/AlexandraPS

Mailing Address:
Alexandra Public School
65 Sussex St.
Lindsay, ON
K9V 4H9

Caradoc Central Public School

Thames Valley District School Board
Principal: Ron Van Belois
Phone: 519-264-1630
Email: r.vanbelois@tvdsb.on.ca
Website: https://apps.tvdsb.on.ca/employees/profile/profile.asp?schoolcode=1105

Mailing Address:
Caradoc Central Public School
714 Bowan St.
Mount Brydges, ON
N0L 1W0



Coronation Public School

Greater Essex County District School Board
Principal: Debra Cooper
Phone: 519-945-2346
Email: debra_cooper@gecdsb.on.ca
Website: www.mycoronation.com

Mailing Address:
Coronation Public School
5400 Coronation Blvd.
Windsor, ON
N8T 1B1

Dufferin Elementary School

Bluewater District School Board
Principal: Dan Russell
Phone: 519-376-8696
Email: dan_russell@bwdsb.on.ca
Website: www.duf.bwdsb.on.ca

Mailing Address:
Dufferin Elementary School
1045 3rd Ave. West
Owen Sound, ON
N4K 5W6

Father Joseph Venini Catholic School

Durham Catholic District School Board
Principal: Liz Snow
Phone: 905-723-2421
Email: liz.snow@dcdsb.ca
Website: http//www.dcdsb.ca (access through board website)

Mailing Address:
Father Joseph Venini Catholic School
120 Glovers Rd.
Oshawa, ON
L1G 3X9

Guardian Angels Catholic School

Ottawa Catholic School Board
Principal: Andrea Green
Phone: 613-836-7423
Email: guardian.angels@ottawacatholicschools.ca
Website: www.ottawacatholicschools.ca (access through board website)

Mailing Address:
Guardian Angels Catholic School
4 Baywood Dr.
Stittsville, ON
K2S 1K5

Georges P. Vanier Catholic School

St. Clair Catholic District School Board
Principal: Cyndi Vink-Broadfoot
Phone: 519-354-6550
Email: cyndi.vinkbroadfoot@st-clair.net
Website: http://www2.st-clair.net/schools/school.asp?loc=76

Mailing Address:
Georges P. Vanier Catholic School
20 Cecile Ave.
Chatham, ON
N7M 2C3

Highview Public School

Toronto District School Board
Principal: Steve Smith
Phone: 416-395-2540
Email: steve.smith@tdsb.on.ca
Website: http://schools.tdsb.on.ca/highview

Mailing Address:
Highview Public School
22 Highview Ave.
Toronto, ON
M3M 1C4

Holy Spirit Catholic Elementary School

York Catholic District School Board
Principal: Mrs. Frances Daly-Hutchinson
Phone: 905-713-6813
Email: Frances.Daly-Hutchinson@ycdsb.ca
Website: http://www.ycdsb.ca/ (access through board website)

Mailing Address:
Holy Spirit Catholic Elementary School
315 Stone Rd.
Aurora, ON
L4G 6Y7

Humberwood Downs Junior Middle Academy

Toronto District School Board
Principal: Beverley Muir
Phone: 416-394-4750
Email: beverley.muir@tdsb.on.ca
Website: www.tdsb.on.ca (access through board website)

Mailing Address:
Humberwood Downs Junior Middle Academy
850 Humberwood Blvd.
Toronto, ON
M9W 7A6

McNab Public School

Renfrew County District School Board
Principal: Jodie Barrett
Phone: 613-623-5746
Email: barrettj@renfrew.edu.on.ca
Website: www.renfrew.edu.on.ca/elm/mcn

Mailing Address:
McNab Public School
1164 Stewartville Rd.
Arnprior, ON
K7S 3G8

Oakland-Scotland Public School

Grand Erie District School Board
Principal: Ms. Monique Goold
Phone: 519-446-2365
Email: monique.goold@granderie.ca
Website:
www.oaklandscotlandschool.com

Mailing Address:
Oakland-Scotland Public School
15 Church St. West
Scotland, ON
N0E 1R0

Our Lady of Lourdes Catholic School

Huron-Superior Catholic District School Board
Principal: Laura LeBlanc
Phone: 705-945-5521
Email: lleblanc@hscdsb.on.ca
Website: www.hscdsb.on.ca (access through board website)

Mailing Address:
Our Lady of Lourdes Catholic School
319 Prentice Ave.
Sault Ste. Marie, ON
P6C 4R7

Our Lady of Sorrows Catholic School

Renfrew County Catholic District School Board
Principal: Mr. Randy Bissonnette
Phone: 613-687-5918
Email: rbissonnette@rccdsb.edu.on.ca
Website: www.rccdsb.edu.on.ca/sorrows/

Mailing Address:
Our Lady of Sorrows Catholic School
19 Mohns Ave.
Petawawa, ON
K8H 2G7

Priory Park Public School

Upper Grand District School Board
Principal: Leanne Johns
Phone: 519-836-7710
Email: leanne.johns@ugdsb.on.ca
Website: www.ugdsb.on.ca/priorypark/

Mailing Address:
Priory Park Public School
275 Scottsdale Dr.
Guelph, ON
N1G 3A1

R.A. Sennett Public School

Durham District School Board
Principal: Mary-Ann Nova
Phone: 905-668-3221 or 905-668-3469
Email:
nova_maryann@durham.edu.on.ca

Mailing Address:
R.A. Sennett Public School
300 King St.
Whitby, ON
L1N 4Z4

Regina Mundi Catholic School

Hamilton-Wentworth Catholic District School Board
Principal: Ms. Lillian Scibetta
Phone: 905-383-7244
Email: scibettal@hwcdsb.ca
Website: http://www.hwcdsb.edu.on.ca/regmundi/index.html

Mailing Address:
Regina Mundi Catholic School
675 Mohawk Rd. West
Hamilton, ON
L9C 1X7

Sacred Heart Catholic School

Algonquin and Lakeshore Catholic District School Board
Principal: Kate Shoniker
Phone: 613-398-6393
Email: shoniker@alcdsb.on.ca
Website: www.alcdsb.on.ca
(access through board website)

Mailing Address:
Sacred Heart Catholic School
31 Thomas Bata Blvd.
Batawa, ON
K0K 1E0

Sandhills Public School

Waterloo Region District School Board
Principal: Betti Adams
Phone: 519-744-4430
Email: betti_adams@wrdsb.on.ca
Website: www.wrdsb.on.ca
(access through board website)

Mailing Address:
Sandhills Public School
1250 Victoria St. South
Kitchener, ON
N2N 3J2

Sir John A. Macdonald Middle School

Peel District School Board
Principal: Michelle Anderson
Phone: 905-457-5535
Email: michelle.anderson@peelsb.com
Website: www.peel.edu.on.ca
(access through board website)

Mailing Address:
Sir John A. Macdonald Middle School
250 Centre St. North
Brampton, ON
L6V 2R4

St. Ann School

Thunder Bay Catholic District School Board
Principal: Mr. Peter Prochilo
Phone: 807-577-7211
Email: pprochil@tbcdsb.on.ca
Website: www.tbcdsb.on.ca/
(access through board website)

Mailing Address:
St. Ann School
1130 Georgina Ave.
Thunder Bay, ON
P7A 3J1

St. Barbara Catholic Elementary School

Toronto Catholic District School Board
Principal: Carla Marchetti
Phone: 416-393-5274
Email: carla.marchetti@tcdsb.org
Website: www.tcdsb.org
(access through board website)

Mailing Address
St. Barbara Catholic Elementary School
25 Janray Dr.
Scarborough, ON
M1G 1Y2

St. Dominic Catholic School

Dufferin-Peel Catholic District School Board
Principal: Silvina Wolf
Phone: 905-278-9821
Email: silvina.wolf@dpcdsb.org
Website:
http://www.dpcdsb.org/DOMNC

Mailing Address
St. Dominic Separate School
515 Hartsdale Ave.
Mississauga, ON
L5G 2G7

St. Francis de Sales Catholic School

Durham Catholic District School Board
Principal: David Malleau
Phone: 905-683-3320
Email: david.malleau@dcdsb.ca
Website: www.dcdsb.ca
(access through board website)

Mailing Address
St. Francis de Sales Catholic School
72 Church St. South
Ajax, ON
L1S 6B3

St. Francis of Assisi Catholic School

Wellington Catholic District School Board
Principal: Joanne Basso
Phone: 519-821-9160
Email: joanne_basso@wellingtoncssb.edu.on.ca

Mailing Address
St. Frances of Assisi Catholic School
287 Imperial Rd. South
Guelph, ON
NIK 1M3

St. Francis Xavier Catholic School

Catholic District School Board of Eastern Ontario
Principal: Linda Callaghan
Phone: 613-342-0510
Email: linda.callaghan@cdsbeo.on.ca

Mailing Address
St. Francis Xavier Catholic School
74 Church St.
Brockville, ON
K6V 3X6

St. Gabriel Catholic School

Brant Haldimand Norfolk Catholic District School Board
Principal: Louis Yacobucci
Phone: 519-756-4706
Email: lyacobucci@bhncdsb.edu.on.ca
Website: www.bhncdsb.ca
(access through board website)

Mailing Address
St. Gabriel Catholic School
14 Flanders Dr.
Brantford, ON
N3T 6M2

St. Patrick Catholic Elementary School

Peterborough Victoria Northumberland and Clarington Catholic District School Board
Principal: Liz Fowler
Phone: 705-742-9801
Email: tleblond@pvnccdsb.on.ca

Mailing Address
St. Patrick Catholic Elementary School
300 Otonabee Dr.
Peterborough, ON
K9J 8L9

St. Paul's Catholic Elementary School

Peterborough Victoria Northumberland and Clarington Catholic District
Principal: Mrs. Judy Atkins
Phone: 705-652-7532
Email: jatkins@pvnccdsb.on.ca
Website: www.pvnccdsb.on.ca
(access through board website)

Mailing Address
St. Paul's Catholic Elementary School
2 Grant Ave., P.O. Box 370
Lakefield, ON
K0L 2H0

St. Peter Catholic Elementary School

York Catholic District School Board
Principal: Mr. Dominic Mazzotta
Phone: 905-851-2871
Email: dominic.mazzotta@ycdsb.ca
Website: http://spr.ycdsb.ca/

Mailing Address
St. Peter Catholic Elementary School
120 Andrew Park
Woodbridge, ON
L4L 1G2

St. Simon Stock Catholic Elementary School

Dufferin-Peel Catholic District School Board
Principal: Michael Tagliaferri
Phone: 905-785-7434
Email: michael.tagliaferri@dpcdsb.org
Website: http://www.dpcdsb.org/STOCK

Mailing Address:
St. Simon Stock Catholic Elementary School
6440 Lisgar Dr.
Mississauga, ON
L5N 6X3

St. Teresa Catholic School

Toronto Catholic District School Board
Principal: John Neralich
Phone: 416-393-5266 or 416-393-5043
Email: john.neralich@tcdsb.org
Website: www.tcdsb.org
(access through board website)

Mailing Address:
St. Teresa Catholic School
110 Tenth St.
Etobicoke, ON
M8V 3G1

Tweedsmuir Public School

Near North District School Board
Principal: Barlow S. Patten
Phone: 705-472-9090
Email: greenl@nearnorthschools.ca
Website: http://www-twe.nearnorthschools.ca/

Mailing Address:
Tweedsmuir Public School
176 Lakeshore Dr.
North Bay, ON
P1A 2A8

V.P. Carswell Elementary School

Hastings and Prince Edward District School Board
Principal: Anne C. Whitfield
Phone: 613-392-8845
Email: awhitfield@hpedsb.on.ca
Website: www.hpedsb.on.ca
(access through board website)

Mailing Address:
V.P. Carswell Elementary School
4 Seneca Rd.
Trenton, ON
K8V 2E9

Valleyview School

Keewatin-Patricia District School Board
Principal: Mrs. Lynn McAughey
Phone: 807-548-4205
Email: lynn.mcaughey@kpdsb.on.ca
Website: www.kpdsb.on.ca
(access through board website)

Mailing Address:
Valleyview School
1529 Valley Dr.
Kenora, ON
P9N 4K3

W.C. Little Elementary School

Simcoe County District School Board
Principal: Jane Hofmann
Phone: 705-725-7970
Email: jhofmann@scdsb.on.ca
Website: wcl.scdsb.on.ca

Mailing Address:
W.C. Little Elementary School
11 Bear Creek Dr.
Barrie, ON
L4N 9M9

W.H. Day Elementary School

Simcoe County District School Board
Principal: Madeleine Temmer
Phone: 905-775-9691
Email: mtemmer@scdsb.on.ca
Website: http://whd.scdsb.on.ca

Mailing Address:
W.H. Day Elementary School
410 Maplegrove Ave.
Bradford, ON
L3Z 2K7

Walter Scott Public School

York Region District School Board
Principal: Laurie Wileman
Phone: 905-884-2693
Email: walter.scott.ps@yrdsb.edu.on.ca
Website: www.yrdsb.edu.on.ca
(access through board website)

Mailing Address:
Walter Schott Public School
500 Major Mackenzie Dr. East
Richmond Hill, Ontario
L4C 1J2

Répertoire des écoles en action

Mises à jour concernant Les écoles en action

http://www.curriculum.org/LNS/schoolsonthemove/index_fr.shtml

Écoles de la Phase 1

École élémentaire catholique Sainte-Marguerite-Bourgeois

Conseil scolaire de district catholique de l'Est ontarien
Directeur : Sylvain Boisvert
Téléphone : 613 632-7035
Courriel : boissy@csdceo.on.ca
Site Web : http://smb.csdceo.ca/fr/

Adresse :
École élémentaire catholique Sainte-Marguerite-Bourgeois
82, rue Bon Pasteur
Hawkesbury (Ontario) K6A 2K5

École St-Denis

Conseil scolaire de district catholique du Nouvel-Ontario
Directeur : Paul Henry
Téléphone : 705 675-1201
Courriel : henryp@nouvelon.ca
Site Web : http://www.nouvelon.ca/nos_ecoles/ecole.php?ecole=DEN

Adresse :
École St-Denis
347, prom. Hyland
Sudbury (Ontario) P3E 1S3

École Sainte-Marguerite-D'Youville

Conseil scolaire de district des écoles catholiques du Sud-Ouest
Directeur : Philippe Séguin
Téléphone : 519 735-5766
Courriel : seguphil@csdecso.on.ca
Site Web : http://www.csdecso.on.ca/Ecoles/Marguerite-d_Youville/accueil.htm

Adresse :
École Sainte-Marguerite-D'Youville
13025, rue St. Thomas
Tecumseh (Ontario) N8N 3P3

Écoles de la Phase 2

École élémentaire catholique Georges-Étienne-Cartier

Conseil scolaire de district catholique Centre-Sud de l'Ontario
Directrice : Julie Cléroux
Téléphone : 416 393-5314
Courriel : jcleroux@csdccs.edu.on.ca
Site Web : gec.csdccs.edu.on.ca

Adresse :
École élémentaire catholique Georges-Étienne-Cartier
250, chemin Gainsborough
Toronto (Ontario) M4L 3C6

École élémentaire catholique Sainte-Félicité

Conseil scolaire de district catholique de l'Est ontarien
Directrice : Jacynthe Levac
Téléphone : 613 488-2890
Courriel : levaja@csdceo.on.ca
Site Web : http://www.sainte-felicite.csdceo.ca/fr/24.html

Adresse :
École élémentaire catholique Sainte-Félicité
1647, rue Landry
Clarence Creek (Ontario) K0A 1N0

École élémentaire Pierre-Elliott-Trudeau

Conseil scolaire de district du Centre-Sud-Ouest
Directeur : Michel Laverdière
Téléphone : 416 397-2097
Courriel : laverdierem@csdcso.on.ca
Site Web : http://www.csdcso.on.ca/csdcso/ecole/ecole.php?idkey=13

Adresse
École élémentaire Pierre-Elliott-Trudeau
65, rue Grace
Toronto (Ontario) M6J 2S4

École élémentaire publique Madeleine-De-Roybon

Conseil des écoles publiques de l'Est de l'Ontario
Directrice : Huguette Landry
Téléphone : 613 531-8160
Courriel : huguette.landry@cepeo.on.ca
Site Web : www.madeleine-de-roybon.cepeo.on.ca

Adresse :
École élémentaire publique Madeleine-De-Roybon
2, avenue Montcalm
Kingston (Ontario) K7K 7G5

École élémentaire Ste-Anne

Conseil scolaire catholique Franco-Nord
Directeur : Éric Foisy
Téléphone : 705 474-2280
Courriel : foisye@franco-nord.ca
Site Web : http://www.franco-nord.edu.on.ca/franco-nord/_ecoles/St-Anne%20NorthBay/index.aspx

Adresse
École élémentaire Ste-Anne
235, rue Albert
North Bay (Ontario) P1B 7J6

École publique Jean-Éthier-Blais

Conseil scolaire public du Grand Nord de l'Ontario
Directrice : Diane Gagnon
Téléphone : 705 566-1071
Courriel : gagnond@cspgno.ca
Site Web : http://epjeb.cspgno.ca/Jean-Ethier-Blais/accueil/accueil.html

Adresse
École publique Jean-Éthier-Blais
2190, boul. Lasalle
Sudbury (Ontario) P3A 2A8

Écoles de la Phase 3

École élémentaire catholique des Pionniers

Conseil des écoles catholiques de langue française du Centre-Est
Directeur : Mario Asselin
Téléphone : 613 744-2448
Courriel : asselm@ceclf.edu.on.ca
Site Web : http://despionniers.ecolecatholique.ca

Adresse :
École élémentaire catholique des Pionniers
720, promenade Merkley
Orléans (Ontario) K4A 1L8

École élémentaire catholique Frère-André

Conseil scolaire de district catholique Centre-Sud
Directrice : Julie-Anne Lewis
Téléphone : 705 726-1324
Courriel : jalewis@csdccs.edu.on.ca
Site Web : http://frereandre.csdccs.edu.on.ca

Adresse :
École élémentaire catholique Frère-André
273, chemin Cundles Est
Barrie (Ontario) L4M 6L1

École élémentaire catholique Saint-Jean-Bosco

Conseil scolaire de district catholique de l'Est ontarien
Directeur : Denis Désaulniers
Téléphone : 613 632-7414
Courriel : desade@csdceo.on.ca
Site Web : http://www.saint-jean-bosco.csdceo.ca/fr/

Adresse :
École élémentaire catholique Saint-Jean-Bosco
429, rue Abbott
Hawkesbury (Ontario) K6A 2E2

École élémentaire L'Héritage

Conseil scolaire de district du Centre-Sud-Ouest
Directrice : Johanne Langlois
Téléphone : 905 937-4608
Courriel : langloisj@csdcso.on.ca
Site Web : http://www.csdcso.on.ca/csdcso/ecole/ecole.php?idkey=20

Adresse :
École élémentaire L'Héritage
35, promenade Prince Charles
St. Catharines (Ontario) L2N 3Y8

École publique Lionel-Gauthier

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